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The Type Studies accompanying this Course have been prepared by masters of classroom instruction. These Studies are based upon actual, tried and tested practice that has proved successful, rather than upon theory. They proceed upon the educational principle that "without a problem there is no learning." They are intended to satisfy the very general demand for an actual plan of procedure that will lead the pupil to think instead of merely to memorize, and to reach conclusions suggested by the text, but not actually stated.

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An American Citizenship Course
in United States History

COURSE
WITH TYPE STUDIES

BOOK TWO

FOR GRADE VI

PUBLISHED FOR
THE AMERICAN SCHOOL CITIZENSHIP LEAGUE

CHARLES SCRIBNER'S SONS

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PREFACE

The History Committee began its work in 1913, holding its first meeting in Philadelphia at the time of the meeting of the Department of Superintendence of the National Education Association. This Committee consisted of five members, as follows: Wilbur F. Gordy, Hartford, Connecticut, Chairman; Philander P. Claxton, United States Commissioner of Education; Charles E. Chadsey, Dean, College of Education, University of Illinois, at that time Superintendent of Schools, Detroit, Michigan; James H. Van Sickle, Superintendent of Schools, Springfield, Massachusetts; and John W. Hall, Dean, School of Education, University of Nevada, at that time Head of Elementary Education Department, University of Cincinnati. From the first Mrs. Fannie Fern Andrews, Secretary of the American School Citizenship League, acted as Secretary-Treasurer of the Committee; and later on Mrs. John W. Hall was, by formal vote, made a member. Both, by their fruitful suggestions and wise counsel, materially strengthened the work of the Committee. Finally Mrs. Andrews took the responsibility of editing the Report and of arranging the final details for publication.

The meetings, which, with the exception of the first, were held in New York, extended over a period of four years, and during this time the Committee sat in earnest session as many as twenty-six days. When the United States entered the World War in 1917, it was thought best to delay issuing the Report until after the conflict should come to an end.

The great changes in the structure of civilization brought about by the war made it necessary for the Committee to make definite changes in its Report, so as to make it conform to the educational needs of the present hour. And these modifications the Committee has added all the more cheerfully, because it believes they will be helpful to both the teacher and the learner in interpreting and understanding the human world of which they are a part.

In conclusion the Committee wishes to express its appreciation of the fine co-operative spirit shown by the many able teachers who have made contributions to this Report. Much of the most suggestive material incorporated has come directly from classrooms where the vitalizing work of skilful teachers is enriching the life of the young through intimate contacts with the great and the good of bygone days.

GENERAL INTRODUCTION

Of making courses of study and curricula there is no end—no end, at least, for progressive teachers bent on doing each day's task better than the task of the day before. And of all subjects of the curriculum there is none so comprehensive and so elusive as the course in history. It is comprehensive because the materials of history have been in the making by every person born into the world from Adam down; and it is elusive because what seems important to one observer at a particular time and for specific reasons may appear to another trivial because of a different point of view and a different purpose. Observers' points of view and purposes are constantly changing. History is not static, it is not merely objective, it cannot be pinned down to a laboratory table and dissected at will; it is what we know of the stream of human life flooded with the ideals, emotions, and actions of struggling, aspiring humanity. And there is no place on the bank from which one can watch the current sweep by. Every one is in the stream and part of the seething mass itself. Any one observer sees pitifully little. The trend of events may be disclosed only through the revelations of many observers gathered

up during many years and freed from the prejudice of personal interests and the bias of race and nationality. It follows, therefore, that what the historian records is made up of a series of fleeting glimpses. He chooses that which suits his purpose; he tells the story in his own way; and so long as he sticks to so-called facts, his integrity will not be questioned.

The writing of history from a personal view-point is easy compared with the problem of what history to teach in our schools and how to teach it. Why try to teach history at all? Is the aim merely to acquaint the learner with ways and means of weighing the facts of history? Is the chief purpose the conveying of knowledge of past events? Are there any lessons that can be gleaned from the past that will be helpful in shaping human conduct in the future? Does a study of history tell us anything of the end of the road that we are now traveling?

These are questions that can be answered, and have been answered repeatedly, *ex cathedra*. But the philosophic view of history, as of other subjects of instruction, does not satisfy the progressive teacher of to-day. He has a notion that what children need is conditioned in part by what children can take and the use they make of it. It is one thing to stuff a child with food—even that food thought best by his elders—and quite another thing to get that food assimilated and built into healthy bone and tissue. The selection of material, there-

fore, for a course in history, becomes a professional task quite as important as the task of supplying the material itself; the one is the task of the professional teacher, the other the task of the professional historian.

The studies included in these volumes are an attempt to find materials in American history that can be presented to the American child in such a way as to produce a definite result—a result that will be evidenced in a better understanding of our national life, a truer sense of historical values, a keener appreciation of our international obligations, and a nobler conception of American citizenship. The work has been shared by many teachers; it has received much criticism from those who have given it a trial, and it is offered to the public, not as a work of genius or even as a finished product, but rather as a suggestion for further experimentation. The authors ask the co-operation of all who are willing to strive with them in finding a better way to train the oncoming generation in the principles of American Democracy.

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A COURSE OF STUDY IN HISTORY

INTRODUCTION

Beginning with Grade IV, our Committee was unanimous in making the Type Studies an outstanding feature of this report. To explain why we have devoted so much time and space to these studies calls for a brief consideration of the teaching and learning processes which are involved in the use of history as a subject in the school curriculum.

History has to do with human experience. It represents men as acting in groups, as a rule under the influence and guidance of great leaders. Human action is always the outward expression of the human spirit as it seeks to achieve its purpose and to realize its ideals. Actions, deeds, and events are merely symbols of the emotions and ideas which sway men in their daily living, whether in times of peaceful industry or in moments of stormy revolution or devastating war.

The significant thing for the teacher to keep in mind constantly is that the real purpose in the teaching of history is to aid the learner to re-experience the life of the past. This means that the child shall, through his sympathetic imagination—through

his feeling and thinking and imagining—live over the lives of men who manifested their ideals and purposes in what they said and especially in what they did. In other words, the study of history involves two distinct sets of phenomena—the outward life of action and the inner life of the spirit.

Only a few words are needed to make clear which of these sets of phenomena is the more important. What we wish above all else to learn from history is how to make the most of our own lives; how to work successfully with other human beings in the various forms of group life with which we are all identified in the varied activities of daily life. To stop with the knowledge of the outward life of action without getting at the intangible thing symbolized is to fail in the purpose we have in view. It is not enough to know what men did. It is not enough to learn events. We must get at the heads and the hearts of the men behind the events. We must interpret the meaning of the symbols. If we do this we shall learn the lessons which the past has to teach us. We shall understand how and why one course of action may lead to success, and another to failure. We shall thus profit by the vicarious living of men long since gone from the stage on which the great human drama has been played. Their lives were fundamentally like our own.

From the foregoing it is evident that history is not static. It is dynamic. It is not the *products*,

but the *processes*, of human life that claim our attention in the teaching of history.

Moreover, the difficulties for the learner are increased by his having to deal with two forms of symbols. The first consists of words as used by the teacher in her oral statements or by the author of the historical reader or text-book which the pupils use. And this real difficulty is often faintly apprehended and sometimes not apprehended at all by the inexperienced teacher. The first question for the teacher to ask herself, then, is: Do my pupils understand the meaning of the sentences which state the events?

But when that difficulty is removed, there is still another which may rob the study of history of all practical value. In fact, if this difficulty is not overcome in every school, history should find no place in the course of study. It is this: The interpretation—the intelligent grasp—of the meaning of deeds, actions, and events. Such interpretation involves far more than the memorizing of dates and facts as these are recorded in sentences, paragraphs, chapters, and accounts of definite historical epochs. It calls for the exercise of sympathy, imagination, and the reasoning power, all of which are active when the learner revives and re-experiences the past. The second question for the teacher to ask is this: Are my pupils translating the facts of history into thought and feelings which are symbolized? Do they understand what the events mean?

If we are correct in our point of view, the classroom procedure in history should not be limited to the reading or study of text-books by the children and to the asking by the teacher of test or memory questions about what the children have read or studied. Too often do the teachers in the lower grades supply the information about our great historical characters either by reading to the children or by telling them and then asking them test or memory questions to see whether they have remembered. Such work has very little value, because it results largely in storing up in the memory a few unrelated and meaningless facts and sometimes even stops with the memorizing of a few symbols in the form of dates, words, and sentences.

The aim of these Type Studies is to help teachers to *teach* history—to call into play the sympathetic and dramatic imagination—to stimulate the children through good thought questions to genuine constructive thinking toward a definite end. The questions in the Type Studies are based upon knowledge which the children have already gained through their life-experience and through previous study. Again through their active thinking, through their reading and reports, they will build up new historical concepts which widen and deepen the vital current of their thought and feeling, ideas and ideals. Thus a basis is laid for character and conduct.

When the teacher *tells* or the children *read*, their

minds may be passive and receptive. When the teacher *teaches*, as these Type Studies are intended to stimulate her to do, the children's minds are active and creative. Such a procedure makes for keener interest and better memory of facts. Moreover, the resulting mental attitude toward historical subjects, as well as toward all other subjects, is the attitude we desire children to cultivate. It is fundamental to training in strong, positive citizenship.

Having stated the reasons why we regard the Type Studies as invaluable aids to the real teaching of history, we make no apology for the prominent place we have given them in our report. As will be noted on examination of the material outlined for Grade VI in this volume, most of the work for this grade is included in the Type Studies. If it seems desirable in certain schools to make use of all the topics we have outlined in the General Course, this can easily be done. We have tried, in the Type Studies we have chosen in this and in the other grades, to present good models as worked out by successful teachers and in many cases actually tested by classroom use.

It is hardly necessary to suggest how these Type Studies may be used. (1) They may accompany the General Course; that is, the appropriate Type Study may be used immediately after the class has more or less rapidly gone over a historical period in the General Course. (2) They may altogether take

the place of the General Course. But in whatever way they may be used, the Committee strongly believes that they will help to make history less formal, more interesting, and far more vital and illuminating. Indeed, our confidence leads us to hope that the intelligent use of these Type Studies will awaken a new enthusiasm in many a schoolroom.

In outlining the topics of the General Course for Grade VI, we have incorporated "Suggestions for the Teacher" and "Questions and Problems for the Pupil." We hope these "Suggestions" and "Questions and Problems" will prove helpful to the teacher and stimulative to the pupil. In the "Suggestions" we have tried to give some indication, for the benefit of less experienced teachers, of relative values, and have thrown out hints here and there of methods which may be employed in handling the material. From actual experience in the schoolroom and from careful observation of many skilful teachers, we feel some confidence in the practical value of what we suggest.

At all events, we venture to request that the young teacher, before attempting to teach a single lesson in Grade VI, read with much care not only the General Course, including the "Suggestions" and the "Questions and Problems," but also the Type Studies, so that she may get a general survey of the year's work as well as catch the spirit and purpose which give it significance and value. Then,

with an intelligent appreciation of what is to be done and with a proper choice of ways and means of doing it, she will be ready to take up the study with her class with that sympathy and enthusiasm which play so large a part in successful teaching.

We desire to emphasize the value of the material which has been selected for Grade VI. In fact, we look upon it as a pivotal part of the entire course in history for the elementary schools. This we say because we believe that American boys and girls should come to see, and see clearly, that our national history is a part of the history of the world; and this great fact they can grasp if they find out what has been learned from the Greeks, the Romans, and the men of mediæval times. When they can trace American beginnings back to the people who gave them to the world, they are prepared to take up the story of their country's life with an intelligence and appreciation which will prove illuminating in all their study of American history.

In conclusion, we venture to suggest that, from our point of view, half of the time allotted to this grade should be devoted to the study of the Crusades and the material following them in the course, because these topics are more directly and closely related to our national history than those which preceded them. This statement needs no explanation, we believe, further than to add, that the Crusades were followed by two striking results, each with a

vital bearing upon world-history. The first was the bringing together of Western Europe and the countries of the East; the second was the discovery of the New World.

Of course it is this second result that has the deeper significance for the student of American history. For with that discovery the center of interest for the countries of Western Europe was transferred to our own continent. With that discovery also began an era of exploration, during which four great European rivals—Spain, England, France, and Holland—were struggling to get control of new lands in order to increase their commerce, their wealth, and their world-influence.

For these reasons, which we might easily enlarge upon, we recommend that "The Crusades and Commerce" and especially "The Discovery of the Western World" and "English Voyages Westward" should receive a much more detailed consideration than the other divisions of the course. There is good reason why the more important topics in these portions of the material for Grade VI should receive such serious and thoughtful study as goes along with the formal use of a text-book, always assuming, of course, that the teacher will precede such formal work by an intelligent consideration of the text through reading and language exercises.

In brief, the material for Grade VI is intended not only to help pupils trace American beginnings to

their sources in ancient and mediæval times, but also to make clear the purposes and the consequences of all that was achieved by daring and ambitious navigators in the days of discovery and exploration. It was at that time when America began to affect in a profound way the destinies of Europe and of the world.

GRADE VI¹

EUROPEAN BEGINNINGS OF AMERICAN HISTORY

1. The Greeks and What We Have Learned from Them
2. The Romans and What We Have Learned from Them
3. The Middle Ages and What We Have Learned from Them
4. The Crusades and Commerce
5. The Discovery of the Western World
6. Rival Powers in Europe and America

The material selected for Grade VI should not be studied and memorized as organized history; in suggesting the topics of the outline the Committee had no such purpose in view. Pupils in this grade would get but little out of such work. In fact, it would be unreasonable and even wasteful of time and strength to attempt to teach them the complex causal relationships of Greek, Roman, and Mediæval History. The study of scientific history, in its logical and orderly development, should be deferred until a later stage of the pupil's life. In this grade

¹The work outlined for this grade is very similar to that prepared by the Committee of Eight, but is much simpler.

the primary aim should be to give the pupil more or less definite impressions, conveyed largely by means of pictures, descriptions, and stories. It is to be especially noted, too, that most of the impressions may be made upon the young mind by reading and discussing the material. This should be followed, in many but by no means in all cases, by oral and written language lessons. Beginning with the discovery of the New World, a more formal use of the text-book is recommended for the topics bearing directly upon discovery and exploration.

From the standpoint of the Committee, then, it would be easy for the teacher to be too ambitious in handling this sixth grade material by making the work much too difficult. Moreover, by so doing, the topics outlined could not possibly be covered in a single year; whereas we know from actual experience that by following the plan which the Committee has in mind, all the work suggested can easily be done in much less than a year of four or five lesson-periods a week without hurry or worry either on the part of the teacher or of the pupils.

By carrying out the Committee's purpose, any sixth grade class should get an intelligent and illuminating view, not only of the causes which led to the discovery and exploration of the New World, but also of what we owe to the Greeks, Romans, and the people of the mediæval world. It is our hope that the child who goes through the material we suggest

will realize that his national history had its beginning far back in past ages, when men and women were learning ways of living and ways of doing things which were to prove invaluable for us to know. For some of our American beginnings we are indebted to the Greeks, for some to the Romans, for others to the men of the Middle Ages, and for others still to the people of more recent eras.

To make this clear the pupil is taken back in imagination to the time of the Greeks, the Romans, and the men of the Middle Ages. Simple material relating to these racial types is used to illustrate their traits of character, to interest the pupil in some of their most precious memories, and to give him some hints as to the contributions they have made to our civilization. In other words, the pupil will learn in a very simple way when and where some of the valuable elements of our civilization had their beginnings, what ways of living our forefathers brought with them when they came to America, and something of the spirit which prompted the discovery, the exploration, and the settlement of the New World.

One of the chief aims of the course, as we have said, is to make it evident that our national history is a part of the history of the world. In beginning the work of this grade, therefore, the pupil should be told that Americans originally came from Europe. Following this statement the pupil should be asked

what European countries are represented by immigrants living in his community, and how they reached this country. From this knowledge the pupil should be led back to the Pilgrims and their voyage across the Atlantic in the Mayflower.

The purpose is to utilize the children's knowledge and experience in order to help them to see that all about them—in many communities certainly—are people who came from European countries, just as our forefathers did; that when the latter came to America they brought with them inventions, ways of living, and ways of doing things, which the people of Europe used at that time. Some of these inventions were known in the time of Columbus and had come into use long before Columbus found his way to the New World.

In such a simple way, without requiring the children to learn in detail either what these inventions were or how useful they have been to mankind, we can give them some impressions of this fundamental and elemental fact, namely, that many "American beginnings" had their origin long ago, and that therefore the men who lived in other lands have been helpful to us in our living to-day. In a very real sense, then, we profit by their experience, for their life and work have made our lives richer, easier, and more comfortable.

By conveying such impressions we can train the child's historic sense. We can help him to under-

stand the connection between the past and the present, between the life of men he has never seen and his own life. In so doing we can render him an invaluable service by enabling him to understand that the present has grown out of the past and that American life and experience are an integral part of the life and experience of the world.

I. THE GREEKS AND WHAT WE HAVE LEARNED FROM THEM

a. Why We Should Remember the Greeks.

Geographical conditions in Greece.

Recall famous stories, such as "Hercules," "The Trojan War," "Wanderings of Ulysses." If the children are already familiar with these stories through their supplementary reading, it will suffice merely to recall them. If they are not, it will not be necessary to do more than to tell or read to them two or three of the stories.

Famous Greek cities which have continued until now, such as Athens, Corinth, Thebes, and Sparta, should be located on the map.

Tell or read a brief account of some famous illustrations of Greek courage like the story of Marathon, or "Leonidas and the Three Hundred at Thermopylæ." But these are not to be studied and memorized.

Suggestions for the Teacher

It is worth while for the pupil to understand in what way geographic conditions caused the people on the mainland of Greece to live in small groups and why it was easy and natural for many of the Greeks to become sailors and traders. While the stories of Greek heroes and their deeds should not be memorized, their important bearing upon Greek life and thought should be impressed upon the pupil, for they helped to make the Greeks a braver and stronger people.

Questions and Problems for the Pupil

If there had been a great river running through the country, what difference would it have made in the life of the people? Why did Darius invade Greece, and with what result? Imagine yourself with Leonidas at Thermopylæ, and tell what you admire about him and his three hundred brave Spartans. Why was it better for the world that the Greeks should defeat the Persians?

b. The Greeks as Builders and Artists.

Athens, the leading Greek city of ancient times. Describe the Acropolis and the Parthenon, and explain how the Greeks used them. Show pictures of the Acropolis and the Par-

thenon; also of noted Greek statues like Athena, the Venus of Melos, Hermes, and the Discus Thrower by Myron.

Suggestions for the Teacher

Although the children should get some definite impressions of Athens and of Athenian life, the leading purpose here should be to put emphasis upon the Greeks as artists and builders and upon their keen sense of beauty. To this end a careful study should be made of the pictures in the pupil's text-book. The statues of their gods, the Parthenon and other beautiful temples illustrate the artistic feeling of the Greeks.

Questions and Problems for the Pupil

Taking an imaginary trip to Athens, ascend the Acropolis and tell what you see there. What was the Parthenon for and why do you think the Greeks wished to have it so beautiful? Who was Athena? Name three of the most famous Greek statues known to us. Why did the Greeks pay so much attention to the training of the body?

c. Athenian and Spartan Boys and Greek Men.

The training and school life of Athenian and Spartan boys; the Olympic games; Pericles and the Greek Assembly; the story of Socrates.

Suggestions for the Teacher

In imagination, and through reading and language lessons the pupils should go to school with Athenian and Spartan boys, should take part in Olympic games, and should also attend open-air meetings of the public Assembly to listen to a speech made by the great Pericles when he tried to influence the free citizens present to pass some law which he believed would benefit Athens. The material in this division is excellent for such work.

Questions and Problems for the Pupil

In imagination go to the Olympic games and give an account of what you see. Of what advantage were these games to the Greeks? Can you explain what is meant by Athenian democracy? What great truth were the Greeks first to teach the world?

d. Greek Ideas Spread to Other Lands.

How Greek manners, customs, and ways of doing things were carried to other people by sailors, traders, and colonists. By studying the map show how wide-spread the Greek colonies were. Point out such cities as Smyrna in Asia Minor, Tarentum in Italy, Syracuse in Sicily, and Massilia (Marseilles) in France.

A man who did much to spread the Greek

ideas and ways of doing things was Alexander the Great; stories of his early life and of his march into the Persian Empire; the many cities he founded; the city of Alexandria in Egypt, which came to be not only a great commercial city, but a great center of intellectual life; its extensive museum and its great library.

Suggestions for the Teacher

Remember that much of the work of Grade VI may be done by means of reading and discussion, followed by oral and written language. At the same time the aim should be to make deep and lasting impressions in regard to some things that will help the pupil to understand Greek life.

The pupils should clearly understand that Greek sailors, traders, and colonists brought about the spread of Greek knowledge and ways of living; that Alexander the Great was more than a conqueror; that by founding many Greek cities he prepared the way for Greek ideas and views of life to reach many countries outside of Greece; that he carried Greek thought to foreign lands and thus helped to make the world a better place to live in.

Questions and Problems for the Pupil

In what way did a lack of union prove a fatal weakness among the Greek City-states? What was

the ambition of Alexander the Great after he came to be king? What did he accomplish as a warrior and conqueror? Why was it an advantage to the world that he should found many cities? What do you think of him?

2. THE ROMANS AND WHAT WE HAVE LEARNED FROM THEM

a. How the Romans Began.

Geographical conditions in Italy.

Read or tell such famous stories as "Romulus and Remus," "Horatius at the Bridge," "Cincinnatus," but do not require them to be memorized.

Early Rome and neighboring tribes; how the Romans extended their power in Italy. A very simple statement should be made by the teacher, but it should not be memorized by the pupil.

Suggestions for the Teacher

If when reading and talking about geographic conditions constant use is made of the map, much time will be saved. It should be remembered that the stories of Romulus and Remus, of Horatius at the Bridge, and of Cincinnatus admirably illustrate Roman traits of character and therefore help us to understand how the Romans performed great tasks.

Questions and Problems for the Pupil

How do you explain the remarkable success of the Romans? Imagine yourself in the home of a Roman in the early days of Roman history and tell all you can about it. In what ways were the Romans patriotic? What do you admire in these people?

b. **The Lands About the Mediterranean Brought Under the Control of Rome.**

The wars between Rome and Carthage; Hannibal—his youthful oath; his famous passage of the Alps; a few incidents in his war with the Romans; his defeat at Zama; his exile and death. None of these topics is to be treated in detail, and all are to be read and talked over rather than studied and memorized in a formal way.

The Romans conquer the Greeks. A simple and very brief statement, without any details whatever.

Suggestions for the Teacher

In dealing with the wars between Rome and Carthage, the main purpose should be to help the pupil get a definite impression of the colossal struggle by which the Romans extended their power. Of course the wonderful Hannibal can be made fascinating to boys and girls; but the heroism of the Roman people should receive the greatest emphasis.

Questions and Problems for the Pupil

Discuss the difficulties Hannibal encountered when he crossed the Alps. At this time how did he show his greatness? Explain why he could not conquer Rome. Why were Rome's allies faithful to her?

c. **The Romans in the West.**

Julius Cæsar defeats German Army in Gaul; he overcomes the Gauls; he invades Britain; his object in invading Britain, and why he did not conquer the Britons.

Suggestions for the Teacher

After the conquest of Carthage the Roman nation extended its control into the lands lying all about the Mediterranean Sea. Since, in course of time, Roman customs and ideas grew to be a part of those of England, France, and Germany, the men who later came to America from these countries brought with them much that had been taught them by the Romans. What we wish to remember, then, is not so much the battles Cæsar fought, or the extent of his conquests over the Gauls, the Germans, and the Britons, as the fact that like Alexander the Great he was making ready for the spread of Roman thought, Roman customs, and Roman ways of living.

Questions and Problems for the Pupil

How far did the Romans extend their conquests? Point out as many as you know of the countries they conquered. What is meant by saying that the Romans were not only successful warriors, but also successful teachers? Are you making use of your map in the preparation of every lesson?

d. **Rome, the Center and Capital of an Empire.**

The vast extent of the Roman Empire with Rome as its capital should be made clear by using the map. How Rome looked: show pictures of the Forum, a Roman Arch of Triumph, the Coliseum, the Circus Maximus, a Roman Aqueduct, and a Roman Road. Make clear what all these meant in the life of the Roman people, without going into minute details. Reading and language lessons will suffice, although some important facts should be accurately learned.

Suggestions for the Teacher

The Romans brought under their control most of the civilized world and made it one great empire. Greece was one of the countries that came under Roman rule; and the Greeks, through their buildings, their works of art, and their literature, had large influence over the Romans.

Questions and Problems for the Pupil

In what way had the Senate become unfit to govern and why? What were the principal uses of the Roman roads? In what ways did the Romans come under the influence of the Greeks? Explain in particular the influence of Greek slaves and teachers.

e. **Rome and Christianity.**

A few simple statements about the Roman religion. The persecution of the early Christians in the Empire; the catacombs (show pictures); Emperor Constantine adopts Christianity as the religion of the Empire. Very little should be studied or memorized in this group.

Suggestions for the Teacher

From the standpoint of the Romans, devotion and loyalty to Rome constituted devotion and loyalty to the gods of Rome. The Romans bitterly persecuted the Christians because they considered the Christians to be dangerous to the state.

The pupil should be helped to understand clearly that the Greeks were artistic and the Romans practical; that Greek patriotism was narrow, Roman patriotism broad; that the Greeks built up the city-state and the Romans the nation.

Questions and Problems for the Pupil

Who were the Christians and why were they persecuted? Why was the progress of Christianity slow? What things have we learned from the Greeks and from the Romans?

3. THE MIDDLE AGES AND WHAT WE HAVE LEARNED FROM THEM**a. The Germans.**

Give a brief account of how the Germans lived.

A few simple statements about German gods and heroes.

Suggestions for the Teacher

This information showing how the early German tribes lived in the German forests will furnish good material for reading and language lessons.

Questions and Problems for the Pupil

Discuss the life and customs of a German family and tell all you can about the dress, the food, and the daily life of the hunter and his wife. Who was Wotan? Who were the Valkyrie? What was Valhalla?

b. The Germans and the Romans.

Explain why many Germans emigrated to Roman territory. Use one or two typical

stories to illustrate how, by successive attacks, the Germans overthrew the government of the Roman Empire, and then settled down in Roman territory, where they gradually learned and imitated Roman ways of living and doing things.

Suggestions for the Teacher

It will be a good thing for the pupil to understand that the Romans failed because their power as a nation had been weakened through increasing luxury and self-indulgence; and that the Germans succeeded not only because they had been increasing in numbers, but also because they were robust, self-reliant, and masterful.

Questions and Problems for the Pupil

In what ways were the Germans unlike the Romans? What is meant by a new Europe under the control of the Germans? When did the Middle Ages begin and when did they end?

c. **Alfred and the English.**

Explain briefly and simply that the German tribes, of which the followers of Hengist and Horsa were a part, conquered the island to the borders of Scotland, and that the English had at last come under the rule of one king.

To illustrate the introduction and spread of Christianity in Britain, tell the story of St.

Augustine at Canterbury, or require the pupils to read it.

The Vikings, who were known as Danes or Northmen, also make an attack upon the English. Describe in a simple way the Vikings and their ships, but require little memorizing.

Alfred and the Danes: stories illustrating his character, and also his hardships in the struggle with the Danes; the result of his victory and the union of the Danes with the English as one people.

Alfred as king: his interest in education and in the spread of good books; his just laws and wise rule.

Suggestions for the Teacher

The personality and work of Alfred the Great should receive close attention. A constant use of the map by the pupil will prove of great value.

Questions and Problems for the Pupil

Tell the story of little Alfred and the book of Saxon poetry. What does this story illustrate? Write the story of Alfred and the cowherd's wife. What important things did King Alfred do to improve his kingdom? Give reasons for calling this noble king Alfred the Great.

d. How the English Began to Win Their Liberties.

John Lackland, a wicked and selfish man, becomes king; the barons at Runnymede compel him to sign the Great Charter; the Charter is made stronger; the English Parliament (with its House of Lords and its House of Commons) begins.

Suggestions for the Teacher

The conquest of England by William, Duke of the Normans, is an event of much importance in English history, and the date, 1066, when he was made king of England, should be memorized. The signing of the Great Charter is another noteworthy event (1215). Much should be made, of course, of the village moot as the beginning of the American town meeting, and of the moots of the hundred and the shire as the beginnings of such representative government as we have in our state legislature and in our National Congress at Washington.

Questions and Problems for the Pupil

Tell what the Great Charter means to us. You will see from this that the barons were doing things which led to the greater democratic freedom of the English-speaking people who were to come after them. How was the village moot the beginning of the town meeting in our own country and how were the moots of the hundred and the shire the begin-

nings of our representative government? In what respect are the English Parliament and our National Congress alike? Do you know the difference between the laws which our National Congress passes and those which are passed by one of our state legislatures?

e. **Feudalism; or, the Lord, the Castle, and the Knight.**

The beginnings of the feudal system; the nobles and knighthood; a castle (with pictures); the training of a boy for knighthood; the vows of a knight; what we owe to knighthood.

Village life; the lord and the manor; the serfs and the land.

Suggestions for the Teacher

This division will be full of interest to the children, as it contains much picturesque and colorful material, which will stimulate the imagination. Good pictures may be used to great advantage.

Questions and Problems for the Pupil

Explain the relations between the lord and his vassal. Imagine yourself to be a lord and tell as clearly as you can what you have a right to expect from your vassal for protecting him. What were the vows of a knight, and what influence would you expect them to have upon his life and character? What do we owe to knighthood?

f. The Church, the Monastery, and the Monk.

The power of the church in the Middle Ages.
(Pictures of great cathedrals, such as Canterbury, Notre Dame, and Cologne.)

A monastery, with pictures of monasteries, ruins of which still exist.

Occupation of the monks and what they did for the world, especially in the preservation of the Greek and Roman classics.

Suggestions for the Teacher

From the material which the topics in this division suggest the children should gain definite impressions about the supreme place of the church in the Middle Ages and also of the important service to mankind rendered by the monks.

Questions and Problems for the Pupil

What were the vows of the monks? In what ways did the monks preserve for us the classics of Greek and Roman literature? How did the monasteries help to make life better in the Middle Ages? What great difference was there between Christianity and the religion of the Greeks and of the Romans?

4. THE CRUSADES AND COMMERCE**a. The Crusades.**

Mediæval pilgrims: how they were troubled by the Turkish conquerors of Syria.

The First Crusades: Pope Urban's appeal to Christian believers; why the people joined the First Crusade; Peter the Hermit. The hardships and sufferings of the crusaders; they capture Jerusaleim; the cruel treatment of the defenders of the Holy City.

Richard the Lion-Hearted: tales of his famous deeds in Palestine and of his romantic adventures while returning to his home.

Suggestions for the Teacher

It is distinctly worth while to help the children to form mental pictures from what they read. Gain in such power is worth pages of detailed facts memorized and reproduced from some text-book, without a realizing sense of their meaning.

Questions and Problems for the Pupil

Why did pilgrims go to the Holy Land? In what ways did the Turks abuse the pilgrims? What were the motives of the crusaders? What were the Crusades and how long did they continue?

b. **Results of the Crusades, with Especial Emphasis on Growth of Trade and Love of Travel.**

Things the crusaders learned in the East; Venice and its great commerce; commodities exchanged in the trade between Europe and the East; other trading cities, like Genoa and

Pisa; the Europeans learn from the East and from the Moors.

Suggestions for the Teacher

The children should understand the leading results of the Crusades, and they should also understand the influence of the Crusades upon life and trade in Western Europe. Such understanding will greatly help them to get the bearing of the desire for trade with the East upon the discovery of America.

Questions and Problems for the Pupil

What were the two most marked results of the Crusades? Do you understand why there came to be an ever-increasing trade between Europe and the East? You will soon learn what influence this trade had upon the discovery and exploration of the New World.

5. THE DISCOVERY OF THE WESTERN WORLD

a. **Beginnings of Discovery.**

The material suggested by the topics in this group should be read and discussed, but not memorized.

Voyages of the Northmen: Leif the Lucky.

Marco Polo.

Portuguese voyages: Prince Henry the Navigator; the voyage of Diaz.

b. Columbus Discovers America.

Early life of Columbus; his plans and difficulties; his first voyage and the discovery of America; what he discovered on his three other voyages.

Suggestions for the Teacher

The material for this division is simple. The pupils can easily see the relation between the Crusades and European trade with the East, as well as the relation between this trade and the famous voyages of Diaz and Columbus. A strong effort should be made to help them to appreciate the significance of Columbus' first voyage of discovery.

Questions and Problems for the Pupil

How did travelers increase interest in the far off lands? Why was it necessary for the rising nations of Europe to find an ocean route to the Far East? What was the great plan of Columbus? Trace on your map his voyages. What do you admire in him? State clearly the relation of the Crusades to the discovery of America.

c. The Successors of Columbus.

Americus Vespucius and the naming of America.

John Cabot and what he discovered.

Vasco da Gama and his voyage to the Indies.

Balboa discovers the South Sea.

Magellan's great voyage.

Cartier sails up the St. Lawrence; he fails to make a permanent settlement for France.

Suggestions for the Teacher

The teacher should not require the pupil to memorize the exact dates, but should help him to get the idea of historical sequence of the events narrated, and to see that all these events took place within a brief period after Columbus discovered America. It is assumed that this date will be firmly fixed in memory.

Questions and Problems for the Pupil

Tell in single sentences what each of the following men accomplished: John Cabot, Vasco da Gama, Balboa, Magellan, and Cartier. What do you like about Magellan? In what ways did he resemble Columbus?

d. **Beginnings of Conquest.**

Cortez in Mexico; his conquests and explorations.

Pizarro in Peru.

The two foregoing topics may be handled by reading and language lessons.

De Soto reaches the Mississippi.

How the Spaniards used their conquests;

their search for gold and silver; slaves brought from Africa to work in the mines; missionary work among the Indians (pictures of missions).

Suggestions for the Teacher

The important topics in this division have to do with the following: De Soto and the discovery of the Mississippi; gold and silver mines in Mexico and Peru.

Questions and Problems for the Pupil

In what way did Spain profit by the conquests of Mexico and Peru? What do you think of De Soto? What was he trying to do? What did he accomplish? Describe the missionary work of the Spaniards among the Indians in California.

6. RIVAL POWERS IN EUROPE AND AMERICA

The first four groups of topics to receive very simple treatment. The teacher may read to the class the material she wishes to emphasize, or, if the pupils have in their hands a text-book, they may be required to read the selected material. *But they should not study and memorize it in a formal way; nor should they spend on it more than four or five recitation periods.*

a. England in the Days of Elizabeth.

“Good Queen Bess”: her love of finery and display; Sir Walter Raleigh becomes a favorite

at court; mansions and country houses in Queen Elizabeth's day.

English seamen and the Spanish king: Sir Francis Drake plunders Spanish colonial towns and attacks Spanish treasure-ships; his great voyage around the world.

Bitterness of feeling between England and Spain, increased by difference of religion.

Suggestions for the Teacher

Queen Elizabeth, Raleigh, and Drake will appeal to the children, and the purpose and work of Drake should receive careful attention.

Questions and Problems for the Pupil

Explain why there was bitter hatred between England and Spain at this time. Which was the stronger nation? What was Drake's leading purpose? What did he accomplish? What do you think of him?

b. France—Another Rival of Spain.

Trouble between the French and the Spaniards in America: the Huguenots (French Protestants) make a settlement in Florida; Spanish soldiers massacre French settlers at Fort Caroline; a French nobleman takes revenge upon the Spaniards.

Suggestions for the Teacher

If the teacher will carefully read and discuss with the pupils the material given in the text-book, the desired impression will be conveyed.

Questions and Problems for the Pupil

What part of North America did France claim and why? Explain why the Huguenots tried to plant a settlement in Florida. What became of these settlers?

c. **The King of Spain Defied by His Subjects, the Dutch.**

The Dutch people and their country: their dikes and the ocean; Dutch mariners, explorers, and merchants; Dutch courage and love of freedom; their bitter struggle with the king of Spain.

Suggestions for the Teacher

Leading impressions to be conveyed: the kind of people the Dutch were and why they defied the king of Spain.

Questions and Problems for the Pupil

Explain how the Dutch people rescued from the sea the land on which they lived. What kind of people were the Dutch, and how did most of them earn their living? What kind of king was Philip II? How did he oppress the people of the Netherlands?

d. Englishmen Join the Fight Against Spain.

The English and the Dutch; story of the Invincible Armada and its ruin.

Suggestions for the Teacher

Much should be made of the defeat of the Spanish Armada, since this defeat affected the power of Spain and of England as well as the future of world history.

Questions and Problems for the Pupil

Why did England at last send aid to the Netherlands? What were the purposes of Philip II in sending the Spanish Armada against England? Tell what you can about the way in which all Englishmen united to drive off the invaders. What were some of the leading results of the great defeat? Do you think it had any influence upon the course of American history, and if so, what?

e. English Attempts to Colonize America.

Sir Humphrey Gilbert's scheme.

Raleigh's attempt to plant colonies; what he accomplished for England and for America.

Suggestions for the Teacher

It is especially desirable that the pupil should be brought, through his sympathetic imagination, into vital touch with Raleigh the *Man*, and also that he should get clear and definite ideas of Raleigh's lead-

ing purpose in trying to plant colonies in the New World. He should also come to understand, as far as his capacity will enable him, the meaning of the great contest on the part of Spain, England, France, and the Netherlands, which was a struggle for power in America as well as in Europe.

Questions and Problems for the Pupil

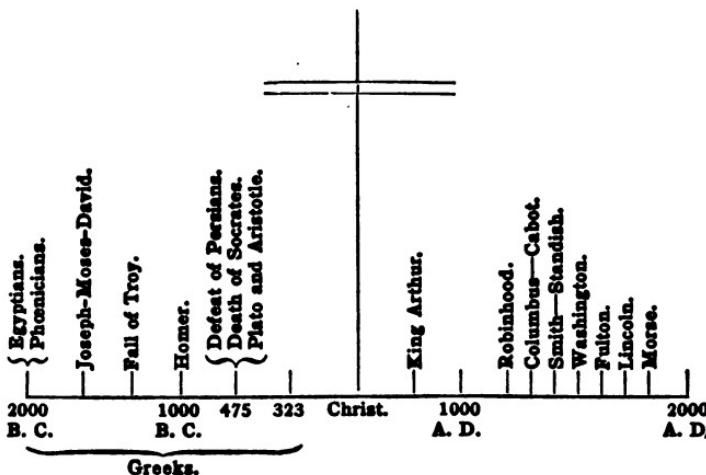
What kind of man was Sir Walter Raleigh? What was he trying to do for England? In what respects did he fail? What did he accomplish? Explain the meaning of the mighty struggle on the part of Spain, England, France, and the Netherlands.

TYPE STUDIES FOR GRADE VI

- 1. The Greeks and What We Have Learned from Them**
- 2. The Romans and What We Have Learned from Them**
- 3. Feudalism**
- 4. The Crusades**
- 5. English Voyages Westward**

(1) THE GREEKS AND WHAT WE HAVE LEARNED FROM THEM

JEANETTE EPPINGER



What century are we living in? (Draw line on board.) Let us represent our century at this end of our line. Name some famous men who lived a long time ago. Washington, Lincoln, Columbus, Standish, Smith, etc. Let us extend our line to the time when we have the first records of any people—2000 B.C. What does B.C. mean? What does A.D. mean? Anno Domini—in the year of our Lord. What has determined our calendar?

Let us place these men who you have said lived so long ago. Where would 1000 A.D. come? 1000

B. C.? What was the date of the discovery of America? Where, then, shall we place Columbus? Place Smith, Standish, Washington, Lincoln, etc., in similar manner. Mention and place some of the great men who lived before Christ. Moses, David, Joseph, Cæsar, etc. What people have you heard of who lived long ago? Jews, Egyptians, Greeks, Romans. Explain the graph.

Make a list of modern inventions. Moving picture, aeroplane, incandescent light, Gatling gun, submarine cable, submarine torpedo-boat, iron-clad gunboat, etc. What were some of the inventions in the early part of the nineteenth century? Steam-boat, telegraph, match, sewing-machine, typewriter, etc. What would Washington think if he could see a typewritten letter? ride in a railroad-car? an automobile? talk by telephone? Name some of the advantages of the people living in the eighteenth century (or time of Washington) which the fifteenth-century people (Columbus) did not have. Compare the advantages and inventions which Moses, Pharaoh, and Joseph had with those of to-day.

There is reason to believe that the Greeks had some civilization as far back as 2000 B. C. Under what conditions must they have lived? Compare their advantages with ours, in the way of reading, writing, implements, and tools. What has come down to us from the Greeks? Art, architecture, and stories. It is from these early Greeks that we

have received much of our civilization. (Indicate Greek period on graph.)

Let us find out how and why these Greeks, living so many centuries ago, were able to build temples, carve statues, and tell stories which are models for us to-day.

What can we learn of the early Greeks from their stories? Name some which you know. Let pupils recall some of the stories about Apollo, King Midas, the contest between Poseidon and Athena, Hera and the "Great Bear," Ares, Demeter and Persephone, Jason and the Golden Fleece, Hercules, Trojan War, and Wanderings of Ulysses.

What do these tell of their religion? They believed in many gods and goddesses, each with some particular work. Why should they think there was a god of war? of the sea? a goddess of wisdom? a goddess who made plants grow? They saw all these things which were produced by powers which they could not control, therefore they thought there must be some greater power. How were their gods different from themselves? Stronger, dwelt apart from human beings. How were their gods like themselves? They quarreled, had human feelings, envy, love, jealousy, etc. What reasons can you see for their being a religious people?

What do these stories tell us of their ideals? They admired courage (Achilles), fair play (Achilles and

Agamemnon's reunion), cunning and craft (Ulysses), mystery (oracles), believed in soothsayers and prophets (birth of Paris), loved nature (Demeter and Persephone), feared nature's powers (Æolus and the winds), etc. What do the stories tell of their pleasures? What do the stories tell of their knowledge of building? of war and war implements? of food and food-getting? etc. What did they do with their captives? Made them slaves, who did the work. What do they tell of their occupations? Ulysses and his swineherd, etc. What do the stories tell about the women? Penelope, Andromache, Helen. Why do we still preserve, read, and tell these stories?

How the early Greeks acquired their civilization and how their geography affected it: Compare the size of Greece with England; with Maine; with your own state. What effect would the mountains in the north have upon the climate of Greece? They would keep out the cold north wind. What other effect might the mountains have had? They would keep out tribes from the North and also prevent Greeks from going north. What other mountains are there and how are they located? The whole country is very hilly or mountainous. How would these mountains affect the life of the Greeks? They would cause them to live as separated tribes. What kind of government would result? Separate states—kingdoms. What part of Greece would each man wish to defend? His own kingdom and not the

whole of Greece. Why were there few roads? Mountains were so steep and unbroken, and there was little knowledge of road-building. What advantage would the mountains give in time of war? Protection—defense in narrow passes. How might the mountains retard the progress of the people? They would tend to become narrow-minded in their isolation.

Look at the surrounding waters and coast-line of Greece. What effect would these have on the life of the people? They would keep them separated from each other and from other people. Why are there no large rivers? The country is small and cut up. Why are the rivers not navigable? They are short and shallow, and they flow very swiftly. What advantage would a large navigable river have given? Tribes would have traded with each other and with the world about.

What kind of harbors would you expect? How might these harbors and islands be an advantage? Good for commerce—good stopping-places. In which direction would the Greeks sail? East and south to Asia Minor and Egypt and follow along the islands. Give all of the geographical causes for the Greeks living in small kingdoms.

The life of the early Greeks was probably much like that of other primitive people. What kind of homes would they have? food? weapons? clothing?

What people were more civilized at this time? Egyptians and Phoenicians. (Locate on the map.) What elements of civilization did the Egyptians have? Picture-writing, made implements, agriculture, and building. Why would you expect the Egyptians and Phoenicians to come finally to Greece? Their abilities, love of exploration, nearness to islands would finally bring them to Greece. How would contact with the Egyptians and Phoenicians change the mode of life of the early people in Greece? Tell the story of Cadmus, and the founding of Thebes. What would the Phoenicians teach them? How to till soil, plow fields, harness oxen, spin, weave, build, and make use of marble for temples.

What effect would the geography of Greece have on their government? The small independent states never united under one government. Who do you think would rule in these little states? Recall Ulysses and his followers. In what way is this our idea of government? They had kings at first. Since they were liberty-loving, how would they look upon the rule of the king? They would resent it. As they came to live in cities, what would each Greek desire as to government? Each would aspire to be the leader. Why would this be impossible? How could they come to an agreement? Each one might have a vote in determining the leader. They called this government "democracy."

These small states were finally replaced by large,

powerful cities. The two most important cities were Athens and Sparta. (Locate on the map.) They included not only the cities themselves, but also the country surrounding them. The same is true of Sparta. In Athens and Sparta, the slaves did most of the work on the farms and in the mines. They were also doctors and lawyers. Even a poor man had one or two slaves, while a wealthy man had five hundred to one thousand slaves. How came these slaves to have the training to enable them to do such work? How would the citizens spend their time?

Why would different ideas and ideals grow up in different cities? How did the Greeks in Athens spend their time? What might they talk about? Gods, heroes, religion, government, Homer's poetry, etc. They grew to have a great love for beautiful things. Through what professions would they satisfy this love? Through music, art, and architecture. How would it influence their personal habits? The love of the beautiful would tend to make them artistic as to clothing, clean in habit, and desirous of developing beautiful bodies. How would it influence education? The final ideal which each Athenian tried to attain was full self-development and a beautiful, luxurious city.

Another city developed entirely different ideas and ideals. Sparta was surrounded by smaller

cities, striving for mastery. What would necessarily be Sparta's development in order to defend itself?

Spartan training then was military, for the sake of making a strong state. They even took children when seven years old away from their parents and brought all up together in state institutions. Why would they do this? What would the mother teach them before seven years of age? What stories would she tell them? What playthings would she give them? Why was a weak, sickly baby not allowed to live? So that a strong nation might come into being.

Since the boys were to be trained for war, what qualities would be desired? How would they train them to endure hardships? They required them to undergo long marches under the most severe conditions. The one who endured the longest received a prize. The food was poor and scarce. Often boys died without even groaning. They were taught to steal so they would be resourceful in time of war. Why were they punished if caught stealing? One day a boy stole a fox on the road to school, and hid it under his clothing. The fox, in trying to escape, tore his flesh with its sharp claws and gnawed a hole in his chest. Why would he not tell?

The boys were taught: (1) To speak no more than you need; (2) to wear no more than you need; (3) to eat no more than you need. Why were they

taught to speak as little as possible? These brief speeches were called Laconic because they originated in Laconia. (Locate.) One time King Philip of Macedon sent a letter to the Spartans, stating: "If I go down into your country, I will level your great city to the ground." The Greek leader replied: "If." What did he mean? Why would they wear as little clothing as possible?

Why did all of the men and boys have to eat at a common table instead of going home to eat? So that they would be provided with substantial food instead of luxuries. What kind of food would you expect them to have? How would an Athenian look upon such a meal? At one time a luxury-loving Athenian saw their black broth and said: "Any one must naturally prefer death to life on such a fare as this."

What would they wish of the girls? That they might be strong healthy mothers. Then what training would they receive? The Spartan women were healthy, strong, brave, and encouraged the soldiers. The mothers always told their sons to return *with* their shields or *upon* them. What did this mean?

What did Sparta and Athens have in common with all the Greeks? Religion and much physical training, though with different reasons.

What do we learn from the Greek stories (*Iliad* and *Odyssey*) about their manner of worship of the

gods? They prayed, offered sacrifice, and consulted oracles. Recall an instance of sacrifice. Iphigenia. Why was Agamemnon going to sacrifice her? That the gods would give him favorable winds for his voyage. Tell the story of Jason and the oracle. The most important of the oracles was at Delphi, which was sacred to Apollo. (Locate.)

Why do school ball-teams wish to play with other schools? Why would different Greek cities have games together? In whose honor would games be given? Where? What conduct in these games would the gods be supposed to enjoy? Strength, skill, etc. What would be the spirit of the people toward these games? How many people would you expect to attend? As many as could. How would the people dress to go to the contests? How would they travel? In chariots. Picture the crowd on its way to Olympia.

At what kind of place would the games take place? In the Stadium, a long, oblong plain with sloping hills around it. In what kind of contests could they show their strength? In boxing, wrestling, leaping, and foot-racing.

Besides the games, what were many of the Athenians interested in? Literature and music. What could the poets contribute to this gathering? How could it benefit them? Great number of people came to hear poems. How might this benefit the Greek people? It might create an interest in litera-

ture. What else were the Greeks especially interested in? Art. What could the artists contribute at the gathering? What benefit might an artist obtain by watching the games? (Show pictures of statues of boxers, wrestlers, throwing discus, etc.) Some of the most famous statues were made from living models.

The prize for the contest was an olive wreath, the leaves of which had been cut from a tree in a sacred grove. How does this compare with prizes to-day? Why was this valued so greatly by the victor? The leaves were sacred to gods. To whom would the victor attribute his success? What would be the first thing that he would do? Give sacrifices to the gods. How would his city receive him? Imagine the return of the victor. Dressed in purple robe, in chariot, friends and relatives following and singing and cheering. The procession would stop at the city walls. They would cry: "What need of walls of defense for a city with such a man as this?" They would sometimes tear down part of the walls to receive him.

The first of the Olympic Games took place in 776 B. C. The importance of these games is shown by the Greek Calendar. They dated events by an Olympiad, which was a duration of four years. The first Olympiad was from 776 B. C. to 772 B. C. When would the next Olympiad be? 772 B. C.-768 B. C.

Let us see how these games influenced the Greeks.

(1) What was the relation of one city to another?

They were separate in government and often hostile. How did the games affect this condition? They tended to create common interests and friendly understanding. How often?

(2) In whose honor were the games given? Gods. Then what other feeling would be aroused and strengthened? Religious.

(3) The games lasted three days. Where did the people come from? All over Greece. What would they bring with them? Food and clothing for the journey. In what way would this affect habits and customs and trade?

How the Greeks defended their ideas and ideals: What reasons would arise for the Greeks migrating to other lands? Many lived along the seacoast; there were many sailors; the love of adventure was strong; the country was small; they were a strong and vigorous people in mind and body; the population was increasing and the soil was poor; they desired to seek learning and wealth. Where would they find convenient places for colonies? On the islands of the Ægean Sea, in Asia Minor, southern Italy and Sicily, and on the coast of what is now France and Spain.

What great people inhabited the western coast of Asia Minor? Persians. Compare the size of Persia

with that of Greece. What was her attitude toward the Greek colonies? She desired to conquer them and make them slaves. What would the colonists do? Athens and Eretria sent twenty-five ships to aid them. Darius, the King of Persia, shot an arrow in the direction of Athens. What do you suppose this meant? He also sent heralds to Greece to demand earth and water. What did this mean? How do you think the Greeks answered the demand of Darius? The Athenians threw the herald into a pit and said that there he would find earth. The Spartans threw the herald into a well and said that there he would find water.

Darius and his invading army could take either the sea or land route. Why did they not go by sea? What other way was open to them? (Locate the Hellespont and trace the route on map.) How could they cross the Hellespont? They made a pontoon bridge by flatboats held together by chains with planks over them.

Imagine one million men going on a conquering expedition from Persia to Greece. What were some of the difficulties of Darius? Food, provisions, transportation, etc. How much food could a soldier carry? How would Darius procure food for the rest of the time? Force towns to supply him. What kind of country was this in which they landed? Wilderness. How far was it from Greece? What people lived there? Barbarians. What would they

do about it? The Persians were forced to retreat. Why?

Finally in 491 B. C. (place on chart) Darius sent an enormous army against Greece, which captured and burned Etruria (locate), then advanced on Athens. On a plain near that city—the plain of Marathon—the battle was fought. What chance had the small Greek army against the Persian host? Slaves, chained ankle to ankle, made up the greater part of the Persian army. What would be their attitude? Compare this with the attitude of the Greek soldiers. This fine Greek spirit, combined with skill and cunning in war and a knowledge of the country, brought victory to the Grecians.

Of what significance is the Battle of Marathon to the world? How might our civilization have been different if Darius and the Persians had won at Marathon?

What would you expect Darius to do now? Prepare another army. How much time would he take? He died after four years and his son, Xerxes, continued the preparations, which took eight years. Now how would these preparations differ from the previous? The army would be better drilled and fully provisioned, bridges would be prepared ahead, and more boats would be provided.

What men would compose the larger part of Xerxes's army? A Greek historian, Herodotus, of a

later time, says he had five million men. Probably there were only one-half million. Why would Herodotus give such an account? (1) Perhaps he got it by hearsay, or (2) the host seemed large to few Greeks, or (3) he wished to make the Greek people seem greater. The army was formidable in appearance. The ten thousand "Immortals," or the bodyguard of the king, were Persians. As the army was composed of Assyrians, Ethiopians, etc., there was a variety of costumes and weapons. The Persians wore coats of mail, and carried bows and arrows, daggers and short spears. The barbarous tribes wore brazen helmets, and carried clubs knotted with iron. They dressed in skins of wild animals and painted their bodies. Why would Xerxes not dress them all alike? They were more picturesque, more frightful and wonderful on the march, and probably the men fought better in their own ways and costumes. At one time, on the march toward Greece, a pontoon bridge was destroyed by a great storm. Xerxes was so angry that he whipped the sea. What does this tell us of the personal pride and power that Xerxes felt he possessed? How would the Greek action have been different? They would have offered prayer and sacrifice to Poseidon. Which of the two peoples do you admire the more?

What reason can you see for the small cities in Greece not fighting? They did not believe they could succeed; there was jealousy of large cities.

Which ones would you expect to fight? Only Platæa joined Athens and Sparta. What preparations would they have been making these eight years? The Athenians thought the Persians would send their largest force in ships. What reason had they for thinking so? What preparation then would they make? They constructed a great fleet. The Spartans collected and drilled their armies, and had a little over seven thousand men. At what kind of place would they choose to meet the Persians? Why not on a plain? Why not in northern Greece? They selected a mountain pass at Thermopylæ. (Look up on map. Show diagram of vicinity of Thermopylæ, including pass over mountains known only to Greeks.) The Greek camp was pitched on a little plain with mountains on one side and the sea on the other. Why was this a good place for them? Where would the Athenian fleet be placed?

What chance had the Greeks here against the host of Xerxes? King Leonidas was in charge of the Greeks. For two days they held the pass and there was no gain for the Persians.

Leonidas had sent only a handful of men to guard the path over the mountain. Why? Secret—known only to the Greeks. A Greek traitor told Xerxes. What advantage would this give him? What chance was there for the Greeks now? News came to Leonidas in time for retreat. What do you sup-

pose this Spartan did? What command would he give his soldiers? He told the allies to retreat. Why did not the Spartans and Leonidas go? What became of them? What do you think of this from your standpoint to-day?

What did Xerxes and his host do then? How fast would they travel? News reached Athens soon enough for all to leave the city and Xerxes burned the city when he reached it. What did the fleets do? Off the island of Salamis, a battle was fought, in which the Greeks were successful. What did Xerxes think of the condition of the Greek army? So little that he sent home his fleet, left his best general with some soldiers to hold Greece, and he went back to Persia with the main body of the troops. How did this show he did not understand the Greeks? A battle was fought the following year at Platæa. What was the result of this battle? Of what significance is it to us that the Greeks finally defeated the Persians?

The Persians were defeated about 475 B. C. (Put on chart.) During the next one hundred years she rose to her highest stage of development. What problems had Athens before her? She must protect herself against another Persian invasion, against the possible jealousy of the Spartans, and rebuild the city. How had Troy been protected during the Trojan War? The Athenians built a strong wall around the city itself. How would this protect the

people living on estates and small cities outside? They could come inside the walls if attacked. How then would they get provisions and supplies? How far were they from the sea? They built the "Long Walls" from the city to the shore. How wide a passage would they want? What openings should it have and why? Where would they get money to do this? The Greek cities of the Ionian and Ægean Islands formed a league under the leadership of Athens, agreeing to furnish yearly war-ships and money for a common fund to build a navy. They collected six hundred thousand dollars a year. Since there was no other Persian invasion, the money was used to protect and beautify Athens.

Why do people build homes at all? For shelter, eating, and sleeping, etc. Why do people to-day build beautiful expensive homes, with large rooms and handsome decorations? To entertain friends, social life, pride in possession. This is unlike the early Greek days. The Greek women played little part in affairs and were secluded in their homes, and therefore had no social life as we know it. What, then, would their homes be for? Seclusion of women and children, eating and sleeping. What kind of homes would you expect these to be? Their homes were very simple and small.

How would a well-to-do Greek spend his day? He would go out to see his estate, possibly give some directions to slaves and overseers, and then go to the

market-place or temples. What would he do there? What would the Greeks talk about? Music, poetry, plays, art, buildings, games, gods, and religion. What kind of places would they wish for their meetings? What kind of buildings would you expect as they rebuilt Athens? Why would they want beautiful streets? market-places? public buildings? What were some of the public buildings? Theaters, temples, etc.

The most noted of the temples was on a hill called the Acropolis. This was a mass of rock one thousand feet long, one hundred and fifty feet high, and level on the top. It was steep on all sides, except the west, where there was an easy ascent. How would it be used? What kind of stairs would they build? How wide would the stairs be? Of what material would they be made? What would be the general appearance? This (show picture of Parthenon) was called the Parthenon, and was built in honor of Athena. Why? Athenians desired wisdom most; they also named their city for her. The Parthenon was made of white marble. What are the different elements which make the Parthenon so beautiful? Strong, plain columns, proportion and symmetry of building, massiveness and solidity, simplicity, wonderful placing and surroundings—suitability of the whole. Where have you seen columns like these? Make a list of the buildings where you have seen any such columns. In what way are ours beautiful? In what

ways are ours not so beautiful as the Parthenon? Where have you seen a building beautiful because of position and surroundings? because of simplicity? because of symmetry and proportion? because of suitability? Why have we not kept the Greek ideal pure? Other ideas entered. (Show pure Gothic picture.) Why have we used it modified? (Show colonial house.) Suitability. (Show picture of Capitol at Washington, of White House, of State Capitol.) Compare these with the Parthenon. Why have we taken the Gothic style more for our churches and followed the Greek style for public buildings?

In spite of the large idea of simplicity, the details of the Parthenon were most elaborate. Look at the triangle over the front columns—the pediment. What do you see? Why brilliant colors? What do you suppose the designs represent? The east side of the pediment illustrates the birth of Athena. (Have story recalled.) The west side illustrates the twelve gods of Olympus, deciding whether Poseidon or Athena shall receive honor in Athens. (Have story recalled.)

Whose statue would you expect to see inside? This statue was made of ivory and gold and jewels. As a decoration on the walls inside the Parthenon, there was a frieze all around the building covering the upper part of the walls. What would be carved on it? Continuous subject—gods and battles and

history of Athens. In which of our public buildings have we attempted any such decoration? (Children give local attempts. Tell of public library at Washington, Boston Public Library, and show pictures.)

Where did the artists and sculptors procure ideas as to subjects? Beautiful bodies of men and women. In what way had they the advantage of sculptors to-day? How would they modify these figures to carry out religious ideas? Larger and more perfect to emphasize the idea which the god represented. (Show picture of Phidias's Zeus.) What idea has Phidias emphasized in Zeus? This was the work of the greatest Greek sculptor, who also did many of the figures in the Parthenon. When Phidias's work became popular, what would the people say to him? Why might he be afraid of constant praise? It is said he hid and listened while critics came to look and talk over his statues, and then tried to improve his work.

What other subjects would artists choose to show the beautiful human figure? (Show copies of discus thrower, wrestlers, runners.)

Besides these temples there was a theater on the Acropolis. How would it differ from ours? We have many—they had one large public one. Several plays, occupying several days, would often contend for prizes. How, then, would people prepare for the theater? Provide for bright holiday clothes;

perhaps take carpets, rugs, chairs. Imagine how it would look when filled with people? What kind of an audience would the Greeks be? Emotional, critical. If the play was satisfactory, how would the audience act? Remain quiet, or clap and shout. If not? Hiss, groan, throw missiles at actors. What kind of plays would the Greeks enjoy? Gods and heroes and tragedies; light amusing incidents from their lives, therefore—comedies. Many of the Greek plays are read to-day and the Greek playwrights honored, but the plays are rarely given.

So there were many great architects, artists, and dramatists, but the greatest of the Greeks, Socrates, was not noted in any of these ways. Let us see how he became a philosopher and teacher. He was a poor man and he began working as a sculptor. As he worked in the market-place, what would he hear men talking about? What opinions might these men have of themselves and their ideas? When Socrates heard them talking about Poseidon, and Zeus, and Athena, he thought deeply. What question might arise? What would the Greek men say if he asked who made the gods? What idea did Socrates have in mind?

He heard some confident young men talking of things they knew little about. How could he show them their foolishness without angering them? He did not tell the boys anything, but by his questions,

lead them to come to foolish conclusions. Here is a dialogue between Socrates and one of his pupils:

Socrates: Do you know that a square figure has four lines equal?

Boy: I do.

Socrates: A square might be of any size?

Boy: Certainly.

Socrates: And if one side of the figure be of two feet, and the other side of two feet, how much will the whole be? Let me explain: if in one direction the space was of two feet, and in the other direction of one foot, the whole would be of two feet taken once?

Boy: Yes.

Socrates: And how many are twice two feet? Count and tell me.

Boy: Four, Socrates.

Socrates: And might there be another square twice as large as this, and having like this the lines equal?

Boy: Yes.

Socrates: And of how many feet will that be?

Boy: Of eight feet.

Socrates: And now try and tell me the length of the line which forms the side of that double square: this is two feet—what will that be?

Boy: Clearly, Socrates, that will be double.

Socrates (to another Greek—Meno): Do you ob-

serve, Meno, that I am not teaching the boy anything, but only asking him questions; and now he fancies he knows how long a line is necessary in order to produce a figure of eight square feet; does he not?

Meno: Yes.

Socrates: And does he really know?

Meno: Certainly not.

Socrates: He only guesses that (because the square is double) the line is double.

What had Socrates done for the young man? How had he done it? How would they feel about it at first? Later? They would go back to ask him more questions, planning not to be caught again. Such was the method of his teaching.

How would this affect his work? Which was more important? So he came to spend all of his time teaching. As Socrates walked through the city, he was always followed by a crowd. Who would be in this group? Young men. Often many from distant cities. Who would dislike such teaching? Those who lived foolishly; those who thought he was teaching boys not to believe in the Greek gods; other talkers who had few listeners. What could they do about it?

About 400 B. C. (place on chart), enemies of Socrates arrested him and condemned him to die. The jury was composed of five hundred and one men;

two hundred and twenty voted in favor of him, but two hundred and eighty-one against. When he heard the verdict, he said: "Judges, go now to your homes, I to prison and to death; but which is the better, God only knows. It is very likely that death is the best blessing." What does this tell you about his character?

He was to drink a poison called hemlock, but was in prison for thirty days before the hemlock was given him.

Who would come to see him while in prison? Friends, pupils. Friends wanted him to escape. What would he reply? No—that would be against law and he never violated the law. One friend said he was sorry Socrates had to die innocent. Socrates replied: "What, would you have me die guilty?" When the time drew near, what would the friends ask Socrates about his burial? Where, how, etc. Socrates said: "You cannot bury Socrates, but only his body." What did he mean? How did he look upon death? What would be his attitude toward drinking the poison? What would he talk about to his friends? The same things he taught them on the streets. How would such a life and such a death affect his friends? *Plato* was one of his pupils who was present. He said: "Thus died the man bravest in death, wisest and best in life." How is it that we to-day know about Socrates? We even have his exact words which he uttered in prison.

Plato wrote about it while Socrates still lived. What might Plato do after the death of Socrates? Continue his work. Why?

Aristotle was another Greek philosopher and a pupil of Plato. He taught Alexander the Great, of whom we shall hear later. What are the great things we have gained from the Greeks? Art, architecture, literature, sculpture, and philosophy. What problem remains for us? To find how we received these things.

How this civilization of the Greeks was spread to other countries, and has come down to us: How do you think it spread? What kind of a country was this to the north of Greece? What kind of people lived there? What was the condition of Rome and Italy at this time? Unknown. What was the wealthiest country at this time? Persia. How can you account for its weakness and downfall?

How might Grecian civilization be spread to these lands? By traders, colonists, and sailors. Where were some of the early Greek colonies? Asia Minor, along Black Sea, and the islands of *Ægean* Sea. What was the relation between Athens and Sparta during the Persian Invasion? Friendly. Why? They had common foe. What feeling existed before this? Jealousy. After the Persian retreat, the situation was the same. How far did Greek patriotism extend? What would be the result? War between

Athens and Sparta. This was called the Peloponnesian War, and lasted one hundred years.

What might result while Athens and Sparta were fighting? Another city, Thebes, became more powerful than either. (Locate.) Thebes fought in Macedonia and took Philip, the son of the king of Macedonia, as a hostage. He was educated as a Greek. What would he be taught? Iliad and Odyssey; military training, wrestling, boxing, throwing discus; music, art, dancing, etc. What would he learn about military tactics? Greek method of fighting. About Greek cities? About their military strength? Why was it decreasing? Jealous cities were quarreling and there was no union. When Philip was grown, he escaped to his own country. How had living among the Thebans benefited him? He had learned military tactics, saw that Greek cities were fighting one another, thus decreasing the strength of the Greeks.

How did the people in Macedonia live? What kind of homes did they have? What would be their occupation? They were hunters, warriors, shepherds, etc. What would be some of their characteristics? What would be their probable numbers? How would their occupations, home life, and numbers affect their military ability? Make them strong and formidable. What would Philip's teaching add to this?

What would be the result when the Macedonians

fought the Greeks under Philip? After Philip had conquered Greece, where would he direct his attention? To Asia and the Persian Empire. When he had almost finished his preparations for this, he was killed.

His son, Alexander, was twenty years old now. What kind of training would his father want him to have? Why was Aristotle chosen for his teacher? What would he teach Alexander? What books would he give him to read? *Iliad* and *Odyssey*. What other training would Philip give him? Military.

Two stories are told of his boyhood. When Alexander was thirteen years old, a horse-dealer wanted to sell a beautiful horse, Bucephalus, to Philip. What would Philip wish to know about the horse? What would he wish to see? Why would he not be satisfied to have the trial in riding made by the dealer? Might have him trained. One of Philip's men rode him, but the horse was wild and unmanageable. What would Philip's decision be? Alexander had been watching and thought he knew the reason—the horse had seen his shadow and had been frightened. He begged that he might ride the horse. What would Philip think and say? But he finally consented. How would Alexander manage it? He was successful in managing the horse and Bucephalus was given to him by Philip with great pride. Why do you suppose this story has been kept and told?

Another time, it is said, some Persian ambassadors came to see Philip. He was not at home and Alexander met them. What would they talk about to the boy? Hanging-gardens in Persia, games boys play, etc. Alexander was not interested in this. He asked them what sort of king they had now, and how he treated his enemies. Why would he ask this? What would the ambassadors think of Alexander?

With such teachers, such characteristics, and the Macedonians behind him, what would you expect of Alexander?

When Philip died, what would be the attitude of the Greeks toward Alexander? He was so young they thought of overpowering the Macedonians. Several Greek cities rose in rebellion, but Alexander promptly put it down. After Greece was subdued, where would Alexander turn his attention? What incentives would there be for him to go on a conquering expedition to Asia? Wealth; adventure in unknown land; and the opportunity of making himself ruler of a mighty empire. He crossed the Hellespont and landed near Troy. What would this city recall to him? Stories of Iliad and Odyssey. What would you expect him to do there? He made a solemn sacrifice to Athena and decorated Achilles's tomb. He found some ancient armor in Athena's temple, which had been dedicated by the heroes of the Trojan War. What use might he make of this?

He exchanged his armor for it. Why? Felt that it gave him the spirit of the old Greeks.

The army had to cross a swift river, the Granicus River. The army was afraid to cross. What would Xerxes have done? Alexander plunged in. What effect would this have on his men? Here they were victorious over Darius III.

After this victory Alexander marched on to Phrygia. (Locate.) In one of the temples of Gordium in Phrygia, Alexander found a knot made of cords from the bark of a tree. The cords were twisted in such a way that the knot was very tight. There was a prophecy that the empire would fall to the one who untied the knot. Many people tried to untie it, but all failed. How would Alexander's soldiers feel about this? The Phrygians? What would Alexander better do? Suppose he tried and failed? Alexander promptly cut it with his sword. How would this affect his men? The Persians? Why? To-day when a person discovers a short, bold way out of a difficulty, why is he said to have "cut the Gordian Knot"? Gordium surrendered to Alexander, who then captured Tyre and went on to Egypt. (Use map.) Egypt had been under Persian rule. When Alexander came to Egypt, how would he be met? He was welcomed. Egypt surrendered without a blow, glad to be free from Persian rule.

As Alexander conquered city after city, how

could he hold them? Leave a garrison of soldiers. Among other cities, he rebuilt Troy. What reason might he have for building on old city sites? For choosing new ones? What would determine Alexander's choice? He founded Alexandria. What advantage was there in this location? Trade from all the known world. What would be brought from Arabia? Spices. From Africa? Ivory and gold. Who were the most civilized people? Greeks. People hold different opinions as to Alexander's purpose in founding these cities, but what was the result? What traders would come? What people would be encouraged to colonize? What must Aristotle have taught Alexander to admire? What effect would this have on the cities? He established at Alexandria a great library and museum. About one hundred years after the death of Alexander there was a beautiful museum or university here, with art galleries, lecture-rooms and dining-halls, beautiful gardens, shady walks, and fountains. At one time this was supposed to have contained seven hundred thousand volumes. Why was this wonderful at this time?

How would all the conquered cities treat Alexander? Give him money, feasts, etc. What kind of a life had Alexander had? He succumbed to a fever when only thirty-two years old. What other countries might he have been preparing to conquer? Spain, Italy, etc. How might history have been

changed if he had gone down to Rome? How, then, did Greek civilization spread to other lands? Enumerate the things which have finally come to us from the Greeks.

(2) THE ROMANS AND WHAT WE HAVE LEARNED FROM THEM

JEANETTE EPPINGER

Now we come to the study of another great people—the Romans. Let us look again at our time-chart for the Greeks. How long did Greece continue a great power? When was it at its best physically? Mentally? The earliest Roman legends date back to 750 B. C. (Record this on the chart.) What was the condition of the Greeks then? (Find Rome on the map.) At the time of the beginning of its downfall—400 A. D. (record on chart)—its empire extended over this territory. (Show map of extent of Roman Empire, or draw a line around an ordinary map. See map, Gordy's American Beginnings in Europe, p. 106.) Its golden age was during the reign of Emperor Augustus. (Record on chart.) How long did these people have a history of their own? Compare this length of time with that of the Greeks; with America, since its discovery to the present; with the control of United States by the English until the present. When did Alexander the Great do his work? Why did he go east to conquer other lands? What difference did his early death probably make in Rome's development?

What are the large questions you wish to raise about this nation? (1) How it rose from small beginnings to such extent and power. Why it lasted so long—longer than Greece. (2) In what particular ways it was great. (3) How and why it fell. (4) What elements of its greatness have come to be a part of our civilization, or how its greatness has affected us.

What do you know about Rome and the Romans? You have probably heard of Roman law, but do not know its significance; something of Roman gods and religion, which is not so vivid as your knowledge of the gods of the Greeks; some Roman stories, such as Cincinnatus, Romulus and Remus, Cornelia and her jewels, chariot races, etc. Possibly you have heard of Roman statues, the Forum and the Coliseum. You may have heard of Julius Cæsar, Nero, and St. Paul.

We do not know exactly when, or how, the Romans came to live where they did. There is a legend which the early Romans believed, that when Troy was being burned Æneas, a Trojan warrior, dreamed that the gods told him to travel to Italy. (From previous assignments to individual pupils, call for brief stories of Æneas and Dido, and Romulus and Remus.)

In 753 B. C. Romulus and a few lawless men were supposed to have started a small town. This beginning of Rome was on one of the seven small hills

overlooking the Tiber River, fifteen miles from where it empties into the sea. Why was this a fine location? It was on a navigable river, yet away from sea pirates. Easily fortified. What people besides the pirates would Romulus have to fear? How might he protect his city? Wall. There were no women at first. What might Romulus fear as a result of having no women? Men might desert him, without families or home life. There was a tribe living to the northeast, the Sabines. Romulus and his followers stole some of the Sabine women. How could they do that? (Call for story briefly told, including Tarpeia.) So the Sabines joined Romulus, and settled on an adjoining hill. How would they protect the new part of the city? Who would rule? Why was it wise to choose some from both hills to rule with King Romulus? After Romulus ruled many years, he disappeared during a thunder-storm. How could this happen? Jealous senators. What explanation could they give? They told the people that Romulus was carried to heaven in a chariot. Why would the people believe them? How would the people look upon him after death? In what ways now would these people be stronger than surrounding scattered peoples? What advantages were there to the surrounding people to join them? What advantages were there to the Romans to combine with others? Gradually the city grew in population and surrounding territory. It was

ruled by five successive kings, each with his advisers, or senators.

The seventh king was called Tarquin the Proud. From the name, what kind of man would you expect him to be? What would be the attitude of the Romans toward him? After being driven from Rome, how might Tarquin seek revenge? Where might he procure aid? (Call for report on Horatius.) Why is Horatius classed with the great heroes of the world's history?

After Tarquin was driven from the throne what would be the condition of the government? Why would they need somebody at the head? Instead of electing one man, as we do, they elected two men whom they called consuls. What advantage might there be in having two men? The Romans elected the consuls for one year only. What advantages and disadvantages over our plan of four years? What reasons have you for thinking they would not give the consuls all the power? They also elected three hundred men, whom they called senators, to act as advisers. Who would be chosen as senators? From what parts of Roman territory? Why would this please all the people? What would be their duty? Suppose some senators from one part wished a law passed, how would this be accomplished? Suppose they were few in number and could not convince other senators? Suppose the senators all agreed, but consuls vetoed it? One consul? How would

this division of authority affect the power of each consul? In case of sudden threatening of hostile tribes what danger might there be? Therefore, during time of great public danger, a dictator was appointed. What power would be given to him? Unlimited kingship. Why did they limit this office to six months? (Call for report on Cincinnatus, as example of dictatorship.) Why was such a man chosen? Why was not just such a man chosen as a consul or senator? In what ways does this correspond to our plan of government? How does it already differ from the Greek plan of government? Greece was divided into separate cities and each had a government of its own. How does this begin to answer our first important question: "How did Rome grow from such a small beginning to such great extent and power?"

After the struggle with Tarquin was ended, another trouble arose between two classes of Roman citizens, the patricians, or wealthy nobles, who were the first settlers, and the plebeians, or common people, who settled later. Why did two such classes develop? What needs of the Romans in the city must be supplied? What privileges might the patricians take? Senators and consuls made the laws. They were the "aristocracy." They had fine homes, wealth, etc. How and where would the plebeians live? What would they do? Although the plebeians were not allowed to hold public offices they

were compelled to pay a large part of the taxes. If a plebeian did not have enough money to pay his taxes, how might he procure it? He could borrow from the patricians. Why would the patricians be willing to lend him money? If he did not pay, the patrician could seize his farm, and put the plebeian in prison or make him a slave. What kind of life would you expect the plebeians to have while in prison as debtors? How could they remedy this? One day a plebeian addressed a band of plebeians and showed them the bruises received while in prison. He was in debt because he went to war instead of cultivating his farm. Their growing sense of injury needed just this to arouse them to action. What could the plebeians do? They left Rome and encamped on a neighboring hill. What effect would this have on the life of the patricians? Their farms were not cultivated, and there were no markets, men, or merchants. What would the patricians do? What demands would the plebeians make? What particular powers would they ask for?

The patricians offered to choose from among the plebeians six men each year, called tribunes, who should have the following powers: they could defend a plebeian if any charge was brought against him; they could veto any measure proposed by senate; they were held safe from any punishment during time of office. How would each of these measures

help the life of the plebeians? The trouble was temporarily settled. But this did not wholly satisfy the plebeians. The patricians still had power over the streets, public buildings, markets, weights and measures, games, and public festivals. How might they conduct each of these to favor themselves? Why would this be against the interests of the plebeians? So two "aediles" were also chosen from the plebeians as commissioners of public works. What would be their work? How might their conduct be unfair? As the years went on they did prove to be unfair. How could this be remedied? About 350 B. C. (see chart) two extra aediles were appointed from among the patricians.

How would all this shifting of power gradually change the ambitions of the plebeians? Their knowledge? In what matters especially would they wish to have knowledge and skill? Roman law, oratory, etc. So by 300 B. C. (how long since the founding?) the plebeians had a good share of control in the government. It had become partially at least democratic. What does that mean? In what ways do you think this was a good government?

Which of our original questions does this in part answer? Some of our ideas of government came from Rome.

Aside from government, how might the geography of Italy affect the growth of Roman power? In what definite ways does it differ from Greece as to

mountains? The Apennines act as a back-bone for Italy. The western side is a broad fertile plain while the eastern slope is steep and narrow. Where were the best harbors? Where would the majority of the people live? Mountain passes connected the east with the west. How would this influence the life of the Romans? It would tend to unite the tribes. How would the Alps affect Italy as to climate? As to accessibility? There were mountain passes also through the Alps, but the slopes to the south are much more abrupt than to the north. What effect would this have upon getting out of Italy? Upon getting in? What advantage did Rome have in being situated in the heart of Italy? In what way would her rivers influence her growth? Of what advantage was her location? Extended into the middle of the Mediterranean, Spain on one side, Egypt on the other, Africa one hundred miles away across the Mediterranean; protected on north from barbarians and from cold by the Alps, making a delightful climate.

All the tribes of Italy gradually came under the government of Rome. Of what advantage was this to conquered tribes? To Rome? What kind of laws or rules would govern the conquered tribes? The same which prevailed at Rome.

The manner of living of these early Romans played a great part in their success. How might we expect their life to compare with that of the early Greeks?

What kind of homes would the Romans have? What occupations would they engage in? When would the plebeians come to the city? On market and special days. What kind of food would they eat and what sort of clothes would they wear? They ate the plain foods that they raised on their farms. In keeping with their simplicity, they wore plain, loose-flowing garments. (Call for report on tunic and toga.) They wore leather sandals, but no stockings. Why?

Look again at the map of the Roman Empire when most extensive. Compare the amount of Roman territory outside of Italy with Italy's area. What reasons were there for Rome extending her power? To control the trade and products of other lands; desire for conquest; to prevent another strong rival power from growing up near by. What effect thus far have the Alps and Mediterranean Sea had? Kept Italy separate from outsiders and united among themselves in the development of a strong government. In those days and for many centuries after, the seas were infested by pirates or sea-robbers. What would be their business? What kind of men? Why was Rome safe from them?

There were Greek cities in Southern Italy and the island of Sicily. Why would the Greek cities not be able to defend themselves so well as Roman cities? They were always quarreling; never united; far from Greece. From whom might they seek protec-

tion? Rome and Carthage. The people of Sicily had so often sent to Carthage for aid (locate Carthage) that the Carthaginians had forcibly taken possession of the island. What effect would this have on Sicily? With whom might they trade? How would this trade strengthen them? Through trade and conquest the Carthaginians had gained control of the northern part of Africa, Corsica, Sardinia, and parts of Sicily. (See map.) Carthage was founded by the Phœnicians. Therefore the western Mediterranean was spoken of as a "Phœnician lake in which none dared wash his hands without their permission."

One of the Greek cities in Sicily revolted against Carthage, and appealed to Rome for aid. What reasons would Rome have for responding? Afraid Carthage had designs on Italy. How would Carthage look upon this? As an act of war. So the first Punic War was begun in 264 B. C. (Record on chart.)

Compare the advantages and disadvantages of the Romans and Carthaginians. Who would have the advantage in the position of its territories? Rome—not scattered as Carthaginian possessions were; Italy was easily defended. Where did the greatest strength of the Carthaginians lie? In their navy. Carthage had the best fleet then known, while Rome had none. Instead of sails, their ships were propelled by sets of oars. (Call for reports on biremes,

and triremes, and present-day ships.) Their war-ships were provided with metal points or beaks. What would these be used for? Contrast with our war-ships to-day. Before fighting with the Carthaginians what would the Romans need? Ships. A Carthaginian galley was wrecked on the Roman shores. What use might the Romans make of it? It would furnish them with a model. One hundred and twenty galleys were made. The Romans were most skilled at fighting hand to hand, therefore each Roman ship was furnished with grapping-hooks and a drawbridge. What would these be used for? To board the enemy's ship so they could fight him hand to hand. Under these conditions, who do you suppose won the first war? What would Rome demand because of the victory? Sicily and a large sum of money.

Upon the death of Hamilcar, the Carthaginian leader, his son Hannibal was twenty years old (call for report on Hannibal's oath). He was given command of the Carthaginian army in Spain. What influence would this youthful oath have upon his actions? What was his problem? What were the difficulties? As soon as Rome received news of Hannibal's attack on Saguntum, which belonged to Rome, the Romans decided to pursue Hannibal. Why would Hannibal want the campaign in Roman territory? Carthage had no fleet now, and this plan would bring devastation to the enemy's land.

He was eleven hundred miles from Rome. What possible ways to Rome were open to Hannibal? (Map.) Why would he not choose to go by water? Because he feared the Romans, and because he had fifty thousand men and fifty-eight elephants, which would be difficult to transport. In taking the overland route, what difficulties would he encounter? (Call for report on crossing the Rhone River.)

What natural barrier obstructed Hannibal's way before entering Italy? What would be some of the difficulties in ascending the Alps? Ice, elephants, barbarous mountaineers. Compare the difficulties of the ascent with the descent. Steeper; men were hungry, tired, without sufficient clothing, etc. In fifteen days, they reached the plains of the Po with a loss of twenty thousand men. What would be the condition of the men who survived? What trouble might Hannibal have had on the way with his men? How do you suppose he managed such a motley crowd? What might he have promised them? How would he have to act in order to induce his men to bear the cold? Sleep on bare ground and endure all hardships himself. What changes would Hannibal find were he to cross the Alps to-day? Electric railways, tunnels, good roads, automobiles.

During the invasion of Italy, Hannibal made use of strategy. (Call for report on Trasimene Lake; also for the trap in the valley at Capua.) What effect would the burning fagots have upon the oxen?

What might the Romans think this was? Why would you consider this skilful work? Hannibal met the Romans in open battle-field at Cannæ and thoroughly defeated them.

What might be the condition of Hannibal's men after the battle of Cannæ? What kind of place would they desire for a rest? He took them to Capua, where the climate was very warm. How would they live there? What kind of food? Clothing? Occupations? How might this affect his men? What example have we had among the Greeks of weakening, because of living in luxury? Relate Alexander's experience.

While the Carthaginians were living in luxury, what would the Romans be doing? Preparing for the next battle. Scipio took command of the army and addressed the senate thus: "We have acted too long as if we were afraid of Hannibal and Carthage. We defend ourselves bravely when we are attacked and so far we have saved Rome from destruction; but we do not make any attacks upon our enemies. We certainly ought to do this; for our armies are strong and fully ready to meet the Carthaginians." Why were the Romans ready to meet the Carthaginians at that particular time? Why would the Romans wish to carry the fight into Africa? To draw Hannibal away from Rome; to devastate Hannibal's land. The battle was finally fought on the plains of Zama. Hannibal fled when he saw he was de-

feated. What would Scipio demand of the Carthaginians? Vast sums of money, and that they might never wage war in the future without the consent of the Romans. Give reasons why the Romans finally conquered the Carthaginians. Fifty years later (mark on chart) the Romans captured Carthage. Why were they so anxious to gain possession of this city? Carthage had again become wealthy as a result of trade, and Rome feared that she would be too powerful.

The Romans then decided to attack Greece. Why would they do this? Why was this an excellent time? (Refer to Greeks on chart and consider these facts.) Commercial centers had shifted from Greece, and the loosely federated states, jealous of one another, had become depopulated and impoverished. How might the Romans have discovered this? What would be the result of their attack upon Greece? Why? What was now the extent of the Roman Empire? The Roman Empire now included southern Europe from the Atlantic to the Bosphorus, and part of northern Africa. "The Mediterranean Sea was a Roman Lake and Rome was the mistress of the civilized world."

Let us see what effect these conquests had upon the lives of the Romans. What good effects would result from their contact with the Greeks? What difference would they notice in the manners of the Greeks? What treasures might be brought to Rome

by the conquerors? Gold statues, vases, paintings, jewels, books, stories.

What use might they make of the wealth derived from their conquests? Add to the beauty of Rome, build beautiful temples and homes. Why would they think more about beautifying their city now than ever before? Because they were inspired by what they saw in Greece. (Show pictures of Parthenon and compare with pictures of Pantheon and St. Peter's in Rome.) What does Rome seem to have copied? Columns. What did they add? (Show pictures of Roman aqueducts.) Of what advantage is the arch? Can you see any possible reason why the Romans modified the arch? Which do you admire more, the Parthenon or the Pantheon?

Rome also differed in her other types of art. Recall types of Greek statuary. What subjects? Where did they perfect them? (Show pictures of Column of Trajan, Arch of Constantine, etc. Call for report on Trajan's Column.) Why did Roman artists develop along these lines instead of just copying the Greeks? Where have you seen in your city, or in pictures, evidence of later use of Roman art? Art museum in Cincinnati, Washington Arch in New York City, Arc de Triomphe in Paris, gates entering college quadrangles, State Capitols and Capitol at Washington, D. C. (Show pictures.)

The Romans excelled the Greeks and all other people in engineering. So wonderful was the con-

struction of their roads, that many of them are in use to-day. Why should they do this? What must they have used to build their roads? What could Roman roads be used for? How were their messages sent? Why was it so necessary to have straight, level roads? Why have we not developed in the same way in this country? Compare with the present demand for state and national highways. The problem of the water-supply in Rome also gave rise to skill in engineering. In Greece, there was no difficulty, owing to the clear mountain streams and springs. The muddy Tiber water was unfit for drinking purposes. What must the Romans do to provide pure water? Bring water from the hills to the cities through water channels or aqueducts. What material would be best for the construction of the channel? What would they have to do in case a hill intervened? How could the difficulty of a valley be met? What would they build to receive the water? What one of our early questions does this help in answering? Roman engineering ideas have come to us.

The Romans made slaves of many learned Greeks. What use might they make of them? Teachers. What Greek books might have been used as texts? Iliad and Odyssey. (Call for report on Roman books and writing.) Why did they not use paper and pen as we do? How would their feeling toward the value of books compare with ours? The Greek army was

united with the Roman legions. How would this strengthen the Romans? Possibly Greek ideas of warfare might have been used and improved upon.

What other influence might the Greeks have had on Roman life, through literature, art, philosophy, amusements, and luxurious ways of living? How did the Romans show their interest in Greek literature and philosophy? Enslaved Greeks were often made their teachers. How do you think Roman entertainments would compare with Greek? Why would the Greek Olympic games and contests not fully satisfy the Romans? (Report on gladiatorial combats. Show pictures of Coliseum.) What is the largest building you know about? How many does it seat? The Coliseum covered six acres and seated eighty-seven thousand people. Compare with a city block. What does this tell you as to the attitude of the people toward the gladiatorial contests? What class of men would become gladiators? Contrast with the Greek contestants. Instead of the finest young men desiring to contend for honors as in Greece, the Romans hired or compelled her gladiators to fight. What difference would there be in the effect on the people in general? How might the gladiators look upon losing their lives thus? What might some of them try to do? (Call for report on the revolt led by Spartacus. Read to the class Spartacus to the Gladiators.) Compare both Greek

and Roman contests with our school and college contests to-day. How should we improve on both?

In course of time trouble arose between the Romans and King Mithridates of Asia, and Pompey was sent there. It was a moonlight night and Pompey placed his men so that their shadows stretched over the sand in front of them while the soldiers of Mithridates slept. What would they think and do when wakened? Thought they were confronted by giants and fled. Pompey then subdued Syria, Phoenicia, Judea, and even entered Jerusalem. What would Pompey bring home with him as evidences of his victories? The people planned a triumphal procession in his honor. What would be displayed in Pompey's triumph? Why would the people be interested? Who would come out to see the parade? How would they dress? How would they decorate the streets? How would they arrange to see? How would they act? (Read from Julius Cæsar, Shakespeare, Act I, Scene I, lines 42-49 inclusive.) What would they think of Pompey? How true would it be? He also gave many fine entertainments and banquets. How could Rome honor him? Why was that not always a safe basis for selection of a consul? A wealthy man, Crassus, was also made consul. These two rivals were constantly quarreling.

At the same time Julius Cæsar gained much popularity and power. How many consuls could they

have? At this time the law was changed, and instead of two consuls at the head of the government, three men controlled affairs. This rule by three was called a triumvirate. How had Pompey gained popularity? How might Cæsar try to outdo Pompey? When Cæsar began his campaign he said, "I would rather be first in a little Iberian village than second in Rome." What does this tell us about his character? Before engaging in any warfare, what preparations would Cæsar have to make? (Call for reports on legions, cohorts, eagle-bearers, ballista, etc.)

(Look at the map.) What country was open for Cæsar to conquer? His first conflict was with the Germans in Gaul. What kind of people do you think inhabited these forests? How did they dress? What knowledge did they have? What kind of dwellings? What sort of government and military organization did these tribes have? Cæsar succeeded in defeating their leader, Ariovistus, who fled to the Rhine with part of his army. Why was Cæsar able to defeat the barbarians? Superior military tactics, weapons, organization. Cæsar wanted to conquer the tribes west of the Rhine. How were the Germans accustomed to crossing the river? By using boats or by swimming. Why was this method impossible for Cæsar and his army? How could he cross? Built bridge in ten days. Where could he get his building material? Why

would the Germans think this a miraculous thing? What does this emphasize again about the Romans? Knowledge of engineering. What would be the effect of the contact of the Romans with the Gauls?

The British Isles were noted for tin. What kind of people lived there? Why would Cæsar wish to conquer them? What might be another and more important reason? Spirit of conquest. How would Cæsar go to Britain? (Map.) What preparation would he have to make? How might the Britons find out that Cæsar was coming? What difficulties would they make for him?

After Cæsar succeeded in driving back the Britons a storm destroyed part of his fleet. How would this change his plans? He hastened to replace the ships and returned to Gaul after three weeks. He did not begin his second invasion of Britain until spring. This time the barbarians attacked Cæsar from all sides in the depths of the forest and began to destroy his camp on the seashore. He saw there was no chance of victory and, therefore, before being defeated he wisely made a treaty of peace with the barbarians. Why was Cæsar unsuccessful in this attempt to invade Britain? His army was not trained to this kind of warfare. It remained for the Romans one century later to subdue them. Why were the Romans able to conquer these barbarians at this date? Cæsar had led the way. What changes would be wrought in Britain by

the Romans? Buildings, cities, roads, walls, laws, and ways of living. (Call for report on Roman Wall in northern England.)

After the second invasion of Britain, Cæsar returned to Italy. What work would await him there? What changes had come about by this time in Gaul? While Cæsar was busy in Italy, what might the Gauls do? The revolt was put down by Cæsar and Roman rule firmly established.

In making the conquest of the West, what important work was Cæsar doing for future generations? Introducing Roman ways of living to other peoples. Why would the barbarians be so eager to copy the Roman manners and customs? To whom in Greek history would Cæsar correspond? Alexander. How would these conquests affect Roman life? How would the Romans hold the conquered territory? Why not large armies composed of Romans? How many Romans were in Gaul? In Britain? What made up the rank and file of the armies? How would the armies in Italy be reinforced? What kind of government would Rome give to these people? Why, then, was she able to conquer and hold her conquered territories?

Pompey had conquered Spain, and was in power in Rome; Cæsar conquered all of Gaul. How had Pompey come to power? Why was this an unsafe basis? How could Cæsar overthrow Pompey's power? What will Cæsar have to show in his

triumphs? How could he please the people? How had he gained wealth to use thus? What would be the effect upon the people? They even decorated the statues in Cæsar's honor. (Read the rest of Act I, Scene I, from Shakespeare's Julius Cæsar.) Cæsar now had the power of a king. One day a friend called him King Cæsar. Cæsar replied: "I am not king, but only Cæsar." Why would he fear being called king? Remembered the fate of Tarquin. (Note later forms of that name—Cæsar, Czar, Kaiser.)

Because of his great power, how might some of the people feel toward him? They thought he might want to become king. Read parts of Julius Cæsar, with questions such as the following: Why did Brutus decide to join the conspirators? How did Brutus win his audience when he addressed the mob? Why is Antony's speech considered one of the greatest in the world's literature? What was Antony's motive in withdrawing the will after showing it? What is your estimate of the character of Cæsar? Brutus? Antony? Cassius?

After the death of Julius Cæsar, there was constant warfare among the party leaders. The young grandnephew of Cæsar, Augustus, finally overthrew the others and became emperor in 31 B. C. By this time the Roman Empire included all of Europe south of the Danube and west of the Rhine. (Map.) The reign of Augustus lasted forty-five years. These

were the most peaceful years the Romans had experienced. (Record on chart.)

Let us see how the wealthy Romans spent their time during and after the reign of Augustus. What effect would the Greek learning have? To what could the talented men devote their time? Literature. This was the Golden Age of Latin literature. What period in Greek history would correspond with this? Pericles. What would people talented in things other than literature do? Erect statues, columns, fine buildings, etc., carve some statues themselves, or have Greek slaves do the work. Where would the statues, columns, etc., be placed? How did the wealthy Greeks of Athens spend their time? Of what did they talk in the market-places? The Romans had a large market-place, city center, or *Forum*, where men met to discuss all questions, deliver speeches, have elections, etc. Where in Rome would be the most suitable place? Why not on top of one of her seven hills? The Forum was near the center, accessible to all. How would it look? How surrounded? When it was surrounded by fine buildings and there were no more suitable places for arches, or statues, how could it be extended? The streets were widened and extended from the Forum up toward the hills; old buildings were torn down and new ones built. Compare this with our present-day ideas of building beautiful cities and boulevards. Compare also with our grow-

ing idea of a "civic center" and a "community house." Compare the Roman plan of making Romans of natives of conquered nations with our Americanization plans.

What would the Romans talk about when they met in the Forum about 400 B. C.? 300 B. C.? 60 B. C.? 20 B. C.? When do men in your city or town get together to talk politics, religion, city improvement? Why not so often as in olden times? Such things are now discussed to a large extent in newspapers and magazines. How did the Roman subjects for conversation differ from the Greek? What reasons can you give for the fact that the Romans were more interested in these things—in talking politics, law, government—than in talking philosophy as did the Greeks? Recall Socrates. Instead of the philosophy, poetry, and drama of the Greeks, what literature would you expect from the Romans? So Rome developed greater orators, law-givers, and historians, such as Cicero, Cæsar, Livy, Marcus Aurelius, and Tacitus. Vergil and Horace are among her greatest poets.

When Rome was overpopulated, where would new cities be built? What would you expect to find in each city? Statues, beautiful temples, and a coliseum. The Romans also enjoyed chariot-races, which were held in the Circus Maximus. Four to six chariots took part in a race, each chariot drawn by four to ten horses abreast. What dangers were

there to the drivers and horses? The charioteers were dressed in red, white, green, or blue tunics. How could the audience show their preference? (Read the Chariot-Race from Ben Hur.) You would also find Roman bath-houses which were much more luxurious than ours. They seemed more like club-houses. What besides the bathing would they enjoy there? Lounging, gymnasiums. Many remained all day. What other accommodations would they need? Places to eat. With so much money at their disposal, what kind of homes would the wealthy Romans build? (Call for report, or reading, on the golden house of Nero.) Thousands of other homes were similar to that of Nero. (Call for report on Pompeii.)

What kind of religion would you expect the Romans to have? Many gods like the Greeks. What was the purpose of the Olympic games? Compare with gladiatorial contests and chariot-races of the Romans. What does this indicate as to the character of the Romans and Greeks? (Refer again to chart—dates of Augustus's reign.) What change was made in the calendar at this time? Locate Bethlehem. Christ was born in a corner of the great Roman Empire at the greatest period of prosperity. He lived about thirty years. His followers—Christians—tried to teach and live what He taught them—one God the father of all mankind, the brotherhood of man, the belief in life after death, the

power of faith and humility, the spirit of reverence and worship, and the nature and growth of the Kingdom of God. How did this differ from the religion and living of the Romans? How many and which ones among the Roman people would be likely to accept these teachings? Which ones would oppose them? When would they begin outward and material opposition? The Roman authorities even announced that the emperor was godlike and people must bow the knees before him. What effect would this opposition have upon the Christians? Either yield or be more determined. Effect upon their meetings? Their teachings? In what ways could authorities persecute them?

Considering them as public foes, what methods might the Romans use to put the Christians to death? What kind of persecution would appeal to the Romans? Many were cast among the hungry lions in the arena. (Read to class Miss Yorge's *The Last Fight in the Coliseum*. Call for report on catacombs.) Over a million bodies were buried in the catacombs. What does this tell us as to the spread of Christian religion? How would the weakening of the Roman Empire possibly affect the spread of the Christian faith? Thought less of the power of Jupiter and other gods to preserve it and, therefore, more willing to accept new religion. Finally, in 325 A. D., after Emperor Constantine had been baptized, he made Christianity a national

religion. What city do you think was named after Constantine? He rebuilt the city and made Constantinople the capital instead of Rome.

(Look again at the map.) What at this time were the boundaries of the Roman Empire? Compare the amount of territory with United States. How many years did it take to attain such boundaries? In what ways was the Roman extension different from ours? Similar to ours? In what ways was their problem much more difficult?

Let us look back to our first large questions. Which ones are wholly answered? Partly answered? Not answered at all? How and why Rome lost her power. Let us look at the chart. When was Rome at its greatest? When was Rome conquered? How long a time elapsed between? The downfall was very gradual. What reasons have you to suggest? Recall what changes were made in the army as new tribes and people were conquered. Many whole companies of soldiers, even in Italy itself, were made up of conquered peoples. What effect would this have on Roman soldiers? On Roman power and law if it held its early ideals? If it lost them?

What were the early ideals of Roman senators? Consuls? What was the character of the government and laws? What evidence was there that these ideals were changing? How? What ideals would take their place? What would be the aims

of the consuls in later years of Rome? Of the senators? Those in minor offices?

How would conquered peoples grow stronger as Rome weakened? What happened in Russia in summer of 1917, when the people and army became dissatisfied with the government? Similarly the Roman legions turned against Rome. When the Huns attacked the Romans, why would the Huns have the advantage? With dissension within, Rome was powerless. What elements of Rome's greatest civilization might make capturing her easier for her enemies? Roads, bridges, and aqueducts.

Let us look at our other questions. In what special ways was Rome great? How have these things affected us? What type was the government of Greece in her best days? A democracy of free city-states. How did Rome differ in her best days? In having a great central government. Show how our government used both of these ideas.

(3) FEUDALISM

MAY WARKING

INTRODUCTION

The German tribes found in the countries they conquered a civilization far more advanced than their own. What differences would they note? Good roads, bridges, cities, mails, stronger central government. Which of these would they appreciate enough to try to keep? Government. Which might such an uncivilized race allow to die out? Why? What effect would loss of good roads and bridges have as regards travel? Carrying of letters and messages? Carrying of goods? Government?

What disadvantages would this cause each little group or community of people? Each group could get no goods except those raised or made in its own community, could not know what was going on in other parts of the land, nor could it conduct business at a distance since travel and communication were poor. Neither could isolated groups readily receive benefits of law—the protection of the courts nor advantages of new laws.

What effect might the lack of protection by courts have? The strong or vicious would try to oppress the weak, knowing there would be endless trouble in

bringing them to courts. What effect would this gradually have on the power of the government at Rome to control distant parts of the land? It would grow weaker, finally losing control. On its power even near Rome? After Charlemagne died, several rival leaders contended for power. What would be the result? Suppose other uncivilized nations had been attracted to this part of the world just as the Germans had been, what would have happened? They could have easily conquered parts of it before news reached Rome and even the government would be unable to help. How would this state of affairs affect people living in the cities? On the farms? What did the people need most? A strong central government. Since the rival leaders in their strife prevented this, what could they do? Take the law into their own hands and band together in little groups for protection. This is just what happened.

Aim. We shall see how the people changed their manner of living to suit the needs of the times and what customs they established.

What would they do in regard to trade, *i. e.*, getting food, clothing, and such necessities? Raise their own food and use only those things which the community itself could supply. In regard to money, since they had no outside trade? Barter or coin their own money. In regard to government? Band together in small groups and form their own.

What persons had formerly been most powerful? The nobles and few great landowners. Why? To what persons, then, would all people in a community look to lead them in forming a new government? What would the ordinary freemen expect their leaders to do for them first? Establish safety of person and property. Why would this also seem of first importance to the nobles? It would help to protect their own holdings. What would the nobles need in order to be able to protect their own and their people's lives and property and bring order and safety? An army and a stronghold of some sort.

Where could the lord get his army? Men of the community would serve. What hardships would it work on the freemen of the community and all the other laborers if they had to serve in the army always and at any time? Training would take too much time—trades would suffer—crops would not be raised—they would not obtain the wished-for peace with safety. In what way would the lord suffer by this arrangement? Army would not be well trained; food and supplies for all the people depending on him would often be lacking. What arrangement would be better? Some labor and some serve in army always or serve part time. Because of these things there grew up a class of people, later known as knights, whose sole business was fighting, and training for war when there was no actual war on hand. Each noble sought to

gather about himself as many of the trained fighters as possible so that he might better protect his own and his people's lands and lives. In return for this what would he expect of the people? Provide food and clothing for the lord and his knights, uphold his judgment in case of disputes, give him their personal service as soldiers for forty days in the field each year.

How would the lord obtain a stronghold? He and his followers built a fortress, which was also the lord's house, known as a castle. What position would he select for this castle? The best naturally fortified place in the community. Where would the common people build their houses? In a group close to the castle. In case of attack what would they do? Rush into the castle for protection and the lord and his knights would defend the place. What people would be allowed the protection of the castle? Why? With what lord would a freeman naturally choose to make this arrangement? The nearest, so that he would be able to get protection quickly. Gradually a very peculiar ceremony was established, whereby a freeman could make this agreement,—“commend himself,” as it was called, to the protection of the lord. The freeman went to the castle, and kneeling down before the lord, put his hands between the hands of the lord and swore to be “his man,” *i. e.*, to serve him. Then the lord raised his “vassal,” as the man was now called,

gave him the kiss of peace and declared, "I will be faithful to you and defend you even at the risk of my life." This was called "doing homage" to the lord. Next the vassal swore to be faithful to his lord in all things; this was known as the "oath of fealty." What responsibility did the lord assume by this ceremony? To keep the man and all his possessions safe. Since the vassal had now become "his man" and the lord was expected to defend the vassal's property, the property was also now regarded as the lord's. But what was the wisest thing for the lord to do with this property? He gave back to the vassal the use of the property during the vassal's lifetime, and as a sign of this the lord gave him a twig or a clod of earth. Suppose a laborer without land of his own should do homage to a lord, how could that lord provide occupation for him? He made him a servant in the castle or gave him the use of some of the lord's own land in the same manner as above. Land granted to a vassal in this way was known as a "benefice" or "fief." What usually happens to his land after a man dies? What would happen to the "fief" when the vassal died? What might the son do? Do homage and take the oath of fealty to the lord and then he would be given the land his father held. The son usually had also to pay a sum of money on such occasions.

Suppose the lord found himself oppressed by other

much more powerful nobles, how could he increase his ability to defend his people? Command him-self to some greater lord and become his vassal. This greater lord might himself be the vassal of a still more powerful noble or even the king. What part of the ceremony might be omitted? Why? There seemed to be something humiliating in the ceremony of doing homage, so the more powerful nobles usually refused to perform this but took the oath of fealty. What benefits did the higher lord gain by this custom? What benefits did the vassal gain by the custom? This whole arrangement for the mutual benefit of lord and vassal is known in history as feudalism or the feudal system.

LIFE IN THE CASTLES

We will see now what kind of home the lord built and how he and his family lived in times of war and peace.

What place would he choose? Why? Position naturally defended from approach, as top of hill with cliffs on sides, an island, a swampy place hard to reach. What materials would he use? How could he further protect his castle? By building stone wall around it. In case of attack where would the defenders station themselves? How could he build the top of his wall so that the defenders might shoot from the top and still be protected? (Report: How tops of walls were built.) How would this aid

the defenders? How thick and high would you expect the walls to be? From 30 to 40 feet high and 12 feet thick. How could invaders climb over? (Call for a report on scaling-ladders, telling how made, size, how used.) Why was this a poor plan? What would the defenders on top of the wall be doing? What way can you suggest for reaching the top? (Call for a report on movable towers, telling how they were made and used.) What disadvantage had the defenders? Whole column of the enemy could march from the tower while only a thin line of the defenders had room to fight. How could they keep this tower from being effective? Throw "Greek fire" on it. This is thought to have been a mixture of asphalt, niter, and sulfur, which stuck and burned wherever it was thrown. How could the invaders protect the movable towers from the Greek fire? By covering on three sides with metal plates or raw hides.

How could they improve the walls so that they were easier to defend? By building high rounded towers at the corners and at intervals along the walls. These were pierced with loopholes, which furnished watch-towers in times of peace and an opportunity for defense in war.

What kind of walls could be undermined? Those built on soft ground. How could this be prevented? By digging a countermine out from within. When the two passages met the fighting underground was

most furious and savage. If the walls were on hard, rocky ground, how could the invaders make a hole or "breach" in them? (Call for report on a battering-ram, telling how made and used.) How could the walls be defended from it? Burning oil, pitch, and unslaked lime were poured on the men, and heavy stones and timbers dropped upon the iron head of the battering-ram in an attempt to break it off. How might the attacking party defend themselves from these? (Reports on the construction and use of "mantelets" and "cats.") Why was the roof of the "cat" peaked? How could the walls be shaped as a defense against the battering-ram? Thicker at the base, sloping in toward top. How else could they injure each other? (Call for report on machines for throwing stones.) What could they devise to prevent these machines from being brought close to the walls? If the walls were on a cliff, the cliff was cut perpendicular below the walls.

- How could a ditch around the outside help? How wide and deep would this ditch need to be? This was known as a moat. What was the only possibility of reaching the walls? Filling in the moat was not hard to prevent. How might these be further protected? Sometimes the moat was surrounded by another wall and moat.

How could the lord and his friends get in and out? Of what material would this bridge be made?

How could an enemy be prevented from crossing? What would a drawbridge be? What would you think the easiest way to draw it in? They were hinged to the towers of the gateway. Chains joined the farther end of the bridge to the tower. What would they do when an enemy appeared? Where would the bridge be kept at night? Drawn up flat against the wall. Suppose some member of the family inside the castle came home at night?

How could the gate be further protected? (Call for report on portcullis, giving materials and how used.) How might the entrance be further protected? Another door and portcullis guarded the entrance. If a castle were strongly fortified and well placed, which party do you think had the advantage? How only could it be taken? The only sure way of capturing it, if time and men could be spared, was to starve the people inside. How could the castle folk get help? For such an emergency there was usually a small gate, the postern-gate, or an underground passage to a near-by wood for a messenger to call for help from a neighboring castle. How else might the postern-gate be used?

What might the noble keep within the walls in case of siege? Food, water, armor, horses, shelter for vassals. What buildings then besides the castle were necessary inside the wall? Stables, a store-house, chapel, and well. How large then must the enclosure have been? Several acres. Which of

these would be defended most? Sometimes the castle, storehouse, and well were set within another courtyard, the inner court, and surrounded by another wall, and in one instance another moat.

How would the castle itself be constructed so as to keep out invaders? The castle was a thick-walled stone building, the main part of which was the tower known as the "keep" or "donjon." This was the final retreat of the people in time of war and the home of the noble in time of peace. What kind of windows would there be and where would they be placed? Few or none in the first story. They were all long, narrow slits which extended through the thick walls. Why were these desirable? Why undesirable? If you could pass inside, what kind of home would you expect to see? You would think it neither comfortable nor convenient.

The main room was an immense hall. It was the living-room for the lord, his family, guests, and servants. How large would this hall be? Why was this space not divided into many smaller rooms, as in our houses? One hall is described as large enough to hold one thousand men. How would this be heated? Immense fireplace at one end was supposed to heat the entire building. Of what disadvantage is a fireplace in a cold climate? The walls were of stone or roughly plastered, and when touched in the winter sent the chills coursing through the body. How could these be made more com-

fortable? The women wove great pieces of cloth, known as tapestries, which they hung upon the walls. How could they be made more interesting to look upon? Colored threads were used and pictures woven in them. What kind of scenes would be shown? What else might be used as decorations? Banners and standards and shields were also hung on the walls. Here was a cluster of lances or there a piece of armor. What other furnishings would you expect in this great hall? The furniture was usually built in place. Long oaken tables with wooden benches were fixed ready for use, or else trestles were brought in and boards laid across them before each meal. What arrangement would you suggest for separating the table of the lord from the others? At one end of the hall was a wooden platform or "dais," on which stood the table for the noble and his equals. A wooden gallery for musicians at the opposite end of the room was built half-way up the wall. For seats there were chairs and benches and sometimes cushions. What kind of floor would you expect? At first rushes were placed on the floor. Much later the floor was tiled, and still later a rug or two placed upon it.

Where do you suppose the people slept? At first beds and benches were placed around the great hall for the lord, his family, and guests. Where would the servants sleep? In the stables. Later, when more than one story was built on the castle, the

bedrooms were built on the upper floors, some in the thickness of the walls, and reached by steps cut in the walls. To reach such rooms one often had to pass through two or three others, as upper halls were practically unknown. How do you think such a bedroom would differ from our own? What furnishings would you expect to find? In the poorer households the furnishings were few and plain, but in the castles of the richer nobles the posts of the beds were decorated with gold, ivory, gilt, or precious stones; the bed-coverings and draperies were of silk or fur with a golden fringe. There was a wardrobe gorgeous with bright colors and a handsomely carved chest. What would you especially miss in such a room? To make up for lack of bright sunshine the walls were decorated in brilliant designs.

What kind of clothing would you expect to find stored inside the wardrobes and chests? Describe the clothing from pictures you have seen. The rich nobles had no lack of expensive clothes. These were usually of rich, brilliant colors. In fact, the more and brighter the colors displayed, the greater was the satisfaction of the wearer. A costume consisting of blue petticoat, purple skirt trimmed with a broad yellow band, and an ermine-trimmed jacket was in good taste. Or a long, loose robe of blue, yellow girdle, red cloak, and red shoes was not unusual.

But the head-dress of the women at one period was most astounding. A wire frame covered with thin material was worn. At first this was steeple-shaped; later it took the form of huge wings standing out on either side of the head. At one time it was shaped like a harp, and at another like a heart. Another style was a long, pointed hat, from the peak of which a scarf streamed down to the floor. The style of the clothing changed too. Would styles change faster or slower than to-day? Why?

Whenever the income was sufficient, as much jewelry was worn as the law permitted, for so great was the extravagance in dress that it was found necessary to limit the amount. Richard III had a coat of cloth of gold decorated with precious stones. What opportunities did they have for cleansing their clothes? For personal cleanliness and baths? What would be the result on their appearance? On the kind of clothes worn each day? The gay robes were for gala occasions, and simpler clothes of dull colors were worn each day. The English considered the French very fastidious because they changed their ruffles once a week.

What kind of garb was worn in times of war? What was the chief idea of such clothing? Protection from blows. Tell what you know about the head-covering or helmet. When the face was entirely covered, how could one knight be distinguished from another? How would the body be protected?

At first a leather tunic was used. What danger was there? A spear or lance could be thrust through. Then links of metal were sewn on and finally interwoven. How would that help? When a blow from the battle-ax or hammer struck a coat of this mail, what effect would it have? The wound was rough, jagged, and hard to heal. What further protection could they devise? Plates of steel were fastened on the most exposed places. What advantage had the chain armor over the plate armor? Chain armor was light and could easily be slipped on after the enemy was seen. Plate armor was heavy and had to be worn when there was the slightest danger of attack. It was hard to put on. Fortunately a knight did not need to wear his armor all the time. There were weeks and even months spent quietly at the castle.

What would the inmates of a castle do at such times? Guard the castle, make machines of offense and defense, keep armor and horses in good condition, store provisions. What work would belong particularly to the noble who owned the castle? Administer the affairs of his estate, such as receiving provisions, settling disputes, and dispensing justice among his vassals, hearing their oaths of fealty and receiving their homage, training his men. What would the ladies of the castle be doing? Arranging things for comfort of their households, planning meals, directing servants, weaving cloth and tapes-

tries, embroidering, making clothing, helping entertain, taking care of the children and teaching them. In those days the boys and girls were given into the ladies' care. Why? What would a girl need to learn? Same duties as ladies had. What would she learn about warfare? Enough to command men-at-arms if castle were attacked when the lord was away. What work would be expected of her in times of war? Girls were taught thoroughly enough of surgery and medicine and nursing to care for a wounded knight. What accomplishments would each girl need to learn? Singing, playing simple accompaniments, a little reading and writing, and a great deal about falconry. How does this compare with a girl's education to-day? How does the work of the lady of the castle compare with the work of the lady of to-day?

The business of the knights was to fight. Where did they come from? What do you know about the characteristics of a knight? A knight was a man who had taken the vows of knighthood: to be "a good, brave, loyal, just, generous, and gentle knight"; to defend the Church; to protect all ladies; to protect widows and orphans. What did this mean? What effect would it have on their actions? On the people around them? With what feelings would others regard a true knight? How would men become knights? This honor was conferred on them by some other knights. What kind of man

would be chosen for this honor? At first any brave man could become a knight, but later only the sons of nobles, if they were worthy. How would the young boys regard the knights? How would this affect the way the boys acted? If their ambition was to become great knights, which boys had the advantage? Those living in castles where there were many of the best and bravest knights. How would the father regard that ambition?

Why would a father often send his son to a greater noble's court? How would the boy feel toward this noble? How would this feeling grow as he became older? Why were the nobles willing to have the trouble of training and caring for the boys? They would always have a band of grateful and willing followers, a prime necessity. At what age do you think his training for knighthood should begin? What things would he be taught before leaving home? The boy was trained at home until seven; then he was sent to some noble's castle. What would such a little lad be taught that might help him to become knightly? What would he do for the ladies? What services could he render which would teach him politeness? Obedience? Quickness? He went upon errands and waited on his lord at the table, bringing water and towels for washing the hands. What accomplishments would the ladies teach him? To sing and play his own accompaniments on the harp, to play backgammon and chess. What training

would make him quick and courageous? First he learned how to ride well, leap ditches and walls, spring into the saddle without touching the stirrups. He was provided with light weapons, the sword, lance, and bow. These he must use as well as the older knights used their heavier weapons. He must also learn to swim, box, and fence. When not doing any of these services, what could the young pages do to amuse themselves? They had games of ball, played marbles, seesawed, walked on stilts, and held mock contests. Sometimes they went hunting or hawking. When would greater tasks be expected of them? The page was always looking forward to the time when he would become a squire.

This was the next step, which he took when about fourteen. How would his training differ now from what he had when younger? Harder, and more time would be given to it. To what part of the training would more time be given? Practice in riding, using arms, and gymnastics. What hardships would he get ready to endure? Great heat, cold, hunger and thirst, to bear the weight of armor and keep awake through long nights of watching. What difference would there be in his weapons? He would use real ones. To become skilled in the use of the lance, each squire practised with a dummy knight, known as a quintain. This was set up on a post with a long sand-bag in one hand. He was expected to run full tilt upon it and strike it on

the breast. If he missed, the force of the blow whirled the dummy around quick as a flash and the sand-bag struck him instead. What particular skill would this give? What other experiences would it be necessary for him to have? Each squire was given a chance to attend his lord on expeditions. What services could he perform? Care for the horses and polish the armor; carry the knights' shield and armor; assist his lord if he dropped his weapon; if his lord was unhorsed, if the horse was injured, if the master was getting the worst of it. Within the castle he still served at the table, bringing the water for hand-washing, carving the meat, and presenting the first cup of wine. And so each year he added to his accomplishments until he was about twenty-one. Who would be best able to judge his worthiness to become a knight? With what feelings would each squire come to his knighting? In what spirit would it be done? So wonderful was the honor that each part of the ceremony had a special meaning. What might the bath mean? Purification. Putting on the white robe? The red robe over it? His willingness to shed his blood in the service of God. The black robe over this? A reminder of the death that comes to all. Next came the "watching of the arms." A gay procession carried armor, weapons, and golden spurs to the church. Here they were placed upon the altar. Why? The procession then departed, leaving the squire alone

to pray and meditate until the following dawn. During the night he might kneel or stand but not sit or lie down. Why do you think this was made part of the ceremony?

The next day, knights and ladies, squires, pages, and servants gathered in the courtyard. What now had to be done? Here the squire stood upon a carpet while friends and relatives put on his armor, first the spurs, last the sword. The boy then knelt before his lord to receive the "accolade." This was a blow on the neck with the fist or with the flat of the sword on the shoulder. At the same time the lord cried out: "In the name of God, St. Michael, and St. George, I dub thee knight." The knight then arose. How would they further celebrate the day? How would the newly made knights display their skill and accomplishments? How leap into the saddle? How show they were able to handle their horses? Weapons? Sometimes a tournament was held, and lastly a great feast with music and presents finished the day.

So the lord had to pay a great deal of attention to the young boys at the castle if he wanted them to become worthy knights. What qualities of the knight do you most admire? Have we any knights to-day? Who are they?

But all the time was not spent in polishing armor, preparing war machines, and training knights. How would they amuse themselves? Indoors there

were checkers, backgammon, cards, and dancing. Out-of-doors, there were two sports especially favored: hawking and hunting. (Call for reports on hawking and hunting.) So the knights managed to get a lot of amusement out of the procuring of meat for the meals and feasts in the castle. And feasting was another amusement. Where would the foods be cooked? Why? By whom? The food was brought into the great center hall through the door from a near-by kitchen. What would they eat? This is the bill of fare for a feast in those days: venison, quarter of bear, shoulder of wild boar, roast peacocks and swans, poultry, water-fowl and small game; venison and pheasant pastries and pigeon pies; shad, salmon, mullet, and eel pie; pastry and sweetmeats, spices. These made the people very thirsty and they were quite ready for the big cups of wine mixed with honey and spices which were now brought in. What do you miss? Why were vegetables not on the bill of fare? Why were there so many meats? The following articles constituted one of the six courses served at the wedding of a king: venison with frumenty, jelly, pigs, rabbits, bitterns, stuffed hens, partridges, leach, boiled meat, ending with a "sotelle." This was somewhat like a "float," but was made in very fanciful and representative forms. How were these meals probably cooked? Why?

What seemed to be the main idea in these feasts?

The peacock and swan were regarded as the most luxurious dishes of that day. Why? As time passed, why would less meat and more vegetables be used? In England there were at least four different kinds of bread. What does that imply as to agriculture? Wine was used plentifully on special occasions but the daily drinks were ale and mead. How do you suppose these meals were served? What dishes would be used? How would they differ from ours in kinds? In numbers? They had no forks—what difference would that make? Why do you suppose they passed around basins of water and towels during the meal? The table-cloths were clean and there were plenty of them. In what condition would you expect to find the floors? Indescribably dirty, covered with rushes and bones and probably not swept for years at a time.

What other amusements might the lord offer his guests? No nobleman considered his entertainment complete without music. How would he get this? It was furnished by minstrels who used several stringed instruments, horns, and sometimes drums, cymbals, or bells. While the guests made merry the minstrels played and sang. About what subjects do you think they sang?

Sometimes wandering singers passed from castle to castle. Why would they be welcome? Besides music, sleight-of-hand performers, jugglers, acrobats, and dancers added to the merriment. Some nobles

had jesters also; what do you know about jesters? What kind of man would a jester need to be? After the meal there were games, such as chess, back-gammon, cards, and checkers, and also dancing and music. But since the business of these knights was fighting, what game would they enjoy best of all? Playing at fighting, or the tournament.

What was a tournament? By whom and why would it be given? (Call for report on a tournament.) Who would be invited to such an affair? How would invitations be given? What information would the invitation give? Date, hour, place, weapons required, prizes, who might take part. Sometimes a knight would be sent away and not allowed to take part. What might be the reason? He had probably broken his vows. What effect would such an occurrence have on the younger knights? What rules would be necessary? How would the prizes be awarded? (Call for report on awarding of prizes.) Do you think the tournament was a good or bad thing? Why?

LIFE IN THE VILLAGE

Where would the lord get money and provision to keep up such a magnificent establishment? Where would he get food, clothing, and armor? What arrangements would you suggest for getting grain and vegetables? Why would different vassals be able to give different amounts to their lord? How

would the lord judge how much each vassal should give? What besides size of land would decide the amount? Suggest some division of the land whereby each would have the same amount of fertile land. Divide each piece of fertile land in strips, apportioning each vassal a strip in regular order. How would such strips be separated? By strips of unplowed turf.

What would the lord do with forest land? What would happen if each vassal was given a strip of forest land? How could he avoid this? He kept it all in his own hands and allowed each to receive only a certain amount of wood cut under his supervision. For which of the animals might the forest furnish food? The peasants were allowed to shake the oak-trees to shower down acorns for their pigs. What return would the lord receive? One pig out of a given number.

What arrangement of pastureland would be made? What disadvantage would there be to the lord in depending on what his vassals raised on their own strips? What arrangement would be more certain to provide him with supplies? The part of the manor which the lord kept in his own hands was called the domain. How would he work this? Have vassals work on it. How often and at what times? The time varied with the condition of the vassal. Free tenants merely paid rent. The majority of the vassals had to work for a couple of days a week for the greater part of the year on their

lord's domain in return for the use of the land. When would he need most help? Harvest and planting time. Of what disadvantage would this be to the vassals? How could the lord make returns for the extra work required at such times? Very little was given. At harvest-time each worker might have three handfuls for every load of grain he brought in. At the close of each day he might have as much green grass as he could carry on the point of his scythe, and when the hay was in he might have a cartful. Where would they put the grains and vegetables they raised for the lord? What further service in preparing the lord's grain would be needed? The vassals thrashed the wheat and ground it into flour. How and where would this be done? (Have report on flail and mill.) How many flour-mills would you expect on a manor? Under what condition could a vassal use it? Give part of grain as payment. In addition he had to bake his bread in the lord's great oven and use the lord's presses for making his wine and cider, paying for each.

What other tools would the vassal need to perform his work? (Have report on farming implements of Middle Ages.) How would the amount of produce raised on an acre under such conditions compare with what is raised on an acre to-day. What happens to ground which is continually planted in the same crop? How do we avoid this? These

people knew of no way to restore the fertility of the ground except to allow it to lie idle for a year. This was known as lying "fallow." The ground was usually divided into three parts. Each field bore winter grain one year, spring grain the next, and the third year it was allowed to rest to recover its fertility. Of what disadvantage was such a system?

What further services might be required? If the lord decided to build an addition to his castle, or a new gate or tower, the vassals had to assist in every way possible. What military duty might be demanded of him? Forty days' service on the field a year. How would the lord get money to pay for clothing and entertaining? In return for the land, the vassal paid fixed sums of money at different times during the year. If a vassal died, his son was required to pay a tax of "relief" on taking possession of the land in his father's stead, to make payments for baking bread, etc. At what times would the lord especially need large sums of money? Vassals were required to pay an additional sum when the lord's eldest son was knighted or his eldest daughter married, or if he went on a crusade or was taken captive and held for ransom. Would any one else besides the lord have a right to demand service or money of the vassal? The Church demanded as a "tithe" every tenth egg, chicken, lamb, pig, calf, and sheaf of grain. What effect would all this have on the peasant's ambitions? On his home?

We will see how he lived. How were these homes located and why? What appearance would they have? What materials were probably used? Wood or stone, thatched with straw or rushes. What furnishings would you expect? Here is a list of the possessions of one well-to-do family in 1345: two feather-beds, fifteen linen sheets, and four striped yellow counterpanes; one hand-mill for grinding meal, a pestle and mortar for pounding grain, two grain-chests, a kneading trough, and two ovens over which coals could be heaped for baking; two iron tripods on which to hang kettles over the fire, two metal pots and one large kettle; one metal bowl, two brass water-jugs, four bottles, a copper box, a tin wash-tub, a metal warming-pan, two large chests, a box, a cupboard, four tables on trestles, a large table, and a bench; two axes, four lances, a crossbow, a scythe, and some other tools. What do you miss? What do you think of the home life, judging from this list?

How would the food of the vassal differ from that of the lord? Of what would it chiefly consist? What would be lacking in winter? What cooking arrangements would he need? Fire for broiling and boiling. Since fireplaces were just being introduced into the castles, how would he build his fire? What arrangement would be necessary for the escape of smoke? Door was left open. How would you account for the fact that the door was often made

so that upper part could be left open while lower part was closed? Where could he keep his grain? His house was a one-room affair, dark and dingy. When would lack of storage room cause great trouble? At such time peasants ate roots, herbs, and the bark of trees. Where could he keep his stock? The cattle were usually kept under the same roof with the family. What do you think of the peasants' opportunities for cleanliness compared with those of the lord?

What kind of clothing would you expect the vassal to wear and where would he get it? Clothing was coarse and simple. Hemp and wool were raised, spun into yarn, woven and made into clothes by the women. Every vassal could make sandals, and the shoemaker of the manor made rough shoes. What other work would be required of the women? They had to cook, wash, mend, reel, peel rushes, weed, and help in fields.

With what feelings would knights and nobles regard the vassals who lived in these little villages? The contempt which was felt for them has been handed down in our word "villain," which originally meant a dweller in a village. What part of a villain's duty would you object to most? Why? Why didn't they leave and go away? In what ways would this arrangement prove unsatisfactory to the lord also? What remedies would you suggest?

(4) THE CRUSADES

FREDA MEININGER

All through the Middle Ages, from the fall of Rome to 1100 A. D. (see chart in the Greek plan), pilgrims singly and in groups from Europe had been making trips to Jerusalem. Why would they go there? What would they do there? Study with map the route they would take. How would they travel? How would they get food? Shelter? How would the people along the road treat the pilgrims? Give shelter and food. What would the pilgrims bring from Jerusalem? How would they be regarded by the people when they returned?

CHANGE IN CONTROL

In the eleventh century, Palestine was taken by the Turks. They were enemies of the Christians. How would they treat the pilgrims? What would they do with the holy places? Then there was danger of the Turks capturing Constantinople, the capital of the Eastern Empire. If the Turks took Constantinople, what effect would it have on Europe? On trade? Whom would the emperor ask to help him? How could the pope help? When

Pope Urban received the letter, he called a meeting at Clermont in France. (1095.) Who would come to the meeting? People from all over Europe. How important did the pope consider pilgrimages? What was the effect of having pilgrims' trips obstructed? What effect when ill treatments, insult, etc., were added? With what spirit would the pope tell these things? What do you think the pope told the people at this meeting? The abuses suffered by the pilgrims. How the holy places were being profaned. What would he ask the people to do? The children might attempt Urban's speech. This is what he told them:

"Go then on your errand of love which will put out of sight all the ties that bind you to the spots which you call your homes. Your homes in truth they are not. For the Christian, all the world is exile, and all the world is at the same time his country. If you leave a rich patrimony here, a better patrimony awaits you in the Holy Land. They who die will enter the mansions of heaven, while the living shall pay their vows before the sepulcher of their Lord. You are soldiers of the cross; wear then on your breast or your shoulders the blood-red sign of Him who died for the salvation of your souls."

What would the people who were at the meeting report? With what spirit? What would you expect to happen?

Aim. Let us see the effect of Urban's speech and how it finally changed conditions in Europe.

It was suggested by the leaders that all who would go to fight the Turks should wear a cross of red cloth on their breast. They were called crusaders, which means cross-bearers. What incentives would the leaders offer? Promise everlasting reward to all who fell in battle. Sins would be forgiven, etc. Who would go? Adventurers, criminals, knights, and peasants. Why would adventurers go? Why would criminals go? What effect might these adventurers and reformed criminals have on the crusades? What was it that inspired most people to go? Why would the poor be ready much sooner than the rich? How would their knowledge of distance and dangers compare with that of the rich? How would the poor prepare? How dress? Coarse, loose clothing. How would they travel? On foot. What would they take with them? Little food and money. How would the knights be spending their time after the poor were ready? Selling lands, jewels, and arranging their affairs at home. How would they dress? How travel? Why would they not go alone? Which was better prepared for the work? Why? Why would the penniless ones be impatient?

Instead of waiting for regular armies, two bands of these poorer people set out for Jerusalem under the leadership of Walter the Penniless and Peter the

Hermit. With map calculate the distance they had to travel. Few of these people knew how great the distance was. What would they do as they walked along? What would they think about? What would they talk about? How would they live during the journey? Their clothes and shoes wore out as they traveled. How would they replace them? What would be the attitude of the people in countries they passed through? How would they treat the crusaders? Many of them died on the way. Only a few finally came in sight of Constantinople. What was their condition? What would they do when they saw the city? What would they say? What would be the attitude of the Christian emperor toward them? What would he try to do with them? He sent them to Asia Minor, where most of them were slain by the Turks. Why had these men failed? Did these men do good or harm to the crusades? Meanwhile the other group, led by princes, was getting ready to leave. Where did the princes come from? Why would they go on a crusade?

These crusaders set out at last in August, 1096, in five different companies—said to be one million men. Why have numbers probably been exaggerated? These companies were made up of trained and armed knights with chosen leaders. Compare them with the other group. Compare their trip with the first as to time. Why much shorter? As to suffering. Why much less? These soldiers traveled by two

routes—some by land—some down through Italy and then by water. Which would have the easier journey? Why?

At last they reached Constantinople. It was at that time the richest and most beautiful city in the world. What effect would that have on the crusaders? Imagine a crusader writing a letter home. What would he write about the city? (Read the letter, p. 140, in *The Story of the Middle Ages*, Harding.)

The crusaders did not stay at Constantinople long, but went on to Jerusalem. What kind of city was Jerusalem? How was it protected? Where would the crusaders camp? How would they attack the city? Just at this time Peter the Hermit had a dream in which he was told that the city would fall if the army should march around it barefooted for nine days. So the whole army set out to march around it, led by barefoot priests dressed in white and carrying crosses. As they marched, they sang songs and uttered prayers. What do you think the Turks did? What do you think of this method of capturing a city? What would be a better plan? What advantage did the Turks have? What implements of war would the crusaders need to capture a walled city? Have the pupils describe each.

So at last the city fell. What do you think the crusaders would do when they captured the city? Would they treat the people who lived there?

Tell about the terrible massacre. (Harding, p. 144 and Gordy, p. 212.) What might they have done instead of this? Taken captives or driven them out. What does it show as to their characters? Now that the Christians had captured Jerusalem, what would they do? What would they have to do to prevent the Turks from taking the city again? Protect it, build castles and forts. Maintain a standing army and organize some kind of government. What kind of government did they have at home? How would you think they would rule Palestine? Review feudalism. Who would be made head of the fiefs? They made Godfrey of Boulogne the ruler of Jerusalem and called him the "Protector of the Holy Sepulcher." In the country about Jerusalem there were more Christians than Mohammedans among the peasants, and they were accustomed to feudal rule. How would this affect them? How would they be of assistance to the crusaders? How would the numbers of Christians in the Holy Land be decreased as time went on? How increased? A second unimportant crusade followed and many men singly and in groups went out to join it. Why?

Then there arose a new Mohammedan leader called Saladin. He was a brave warrior but was as sincere a believer in his faith as any of the Christian knights in theirs. What would Saladin try to do? How were the Christians prepared for this? How

would the numbers in the armies compare? What would be the possible outcome of the battle? For two weeks the Christians held out against Saladin, but then they were forced to give up the Holy Land. Saladin did not kill the Christians. He allowed most of them to go free, but the churches were changed to Mohammedan mosques. Contrast this with the cruelty displayed by crusaders when they captured the city. Where would the Christians go who were driven out of Jerusalem? What would they do when they reached home? How would this news affect the Christians in Europe? What do you think they would do?

The three most powerful rulers in Europe, Richard of England, Philip of France, and Frederick of Germany, now took the cross (1190) and led forth the third crusade.

(Assign a report on the Legend of Barbarossa and how the German army was lost.) Philip of France and Richard of England took ships and traveled by water from the Mediterranean Sea. (Trace route.) When they reached the Holy Land they found the Christians laying siege at Acre, one of the seaports near Jerusalem. This siege had been going on for a year. What would be the conditions in a Christian camp? How would Richard and Philip help them? Their soldiers would build battering-rams, stone-throwers, etc. It was here that Richard showed his skill and bravery. He understood the use of all

military engines. At last the city was given up to the Christians. After capturing Acre, where would Richard take his army? He remained there a year and won many battles but he could not succeed in capturing Jerusalem.

While Richard was on the crusade, news came that his brother John was trying to make himself King of England. What would Richard do? What arrangements could he make for leaving? He wanted to get some privileges for the Christians, even if he could not capture Jerusalem. What privileges would he wish? That the pilgrims be allowed to visit the Sepulcher and trade with the people. How could he get these privileges? Make a treaty with Saladin. Richard gained a truce for three years, permitting pilgrims to trade and visit the Holy Sepulcher. (Assign a report on the story of the capture of Richard and his rescue by Blondel.)

There were other crusades (eight in all), but none of them succeeded in taking and holding Jerusalem. These crusades stretched over a period of two hundred years. Think of our country about two hundred years ago, in 1721. It was then only a few little villages along the coast. Think of the growth and changes during two hundred years. Think of the changes that must have taken place in Europe during those two hundred years.

When going away for the first time, how did the knights and leaders get money? Some freed their

serfs and sold their lands to the towns. Who were left in charge? Their wives. What would be the effect on these? On their children? What would happen if the knights never came back? Suppose the ones left in charge felt the need of protection and aid, to whom would they go? The neighboring knight was probably away also. Why had cities begun to grow? They might go there for help or finally to the king. How could the king protect them? How could he collect a large defending army? What would he take in return for his protection? Why could these men not render regular service to the king? Too far to go for regular service. They had to attend to their lands. But they could pay with money instead of service. How would this affect the distribution of land? The independence of the people? How, then, did the crusades affect feudalism? So it was that in these two hundred years and after, cities became very powerful, owing allegiance and paying taxes to the king in return for the king's protection, and the kings, instead of feudal knights, became powerful.

But other things contributed to the rise of cities. Before the crusades, how far had most of the knights traveled? What things would they see on these long trips? What new knowledge would they gain? What would the returning ones talk about? What would they bring back with them? The returning crusaders brought back sugar-cane, oranges, lemons,

watermelons, apricots, and rice. Also cottons, muslins, damask, satin, velvet, and new dyestuffs. What would a knight bring to his lady? What would he tell her about the use of silk and fine linens, etc.? Why would the knight and his lady be more likely to see more of other people after his return? How would their visits and conversation affect those whom they visited? What would be the effect on the merchants in the growing cities? How then did the crusades have an effect on trade? How on people's ideas? Tell about learning in the East and recall about the buildings in Constantinople. How would these things spread into Europe? How would they affect Europe?

What was the purpose of the crusades? Show in what way you think them unsuccessful. What did the crusades greatly aid in accomplishing?

1. Breaking up of feudalism. Why was this desirable?
2. Growth of cities and trade. Why was this better for the common good?
3. Widened knowledge and desires for material things of civilization. In what way did this improve Europe?
4. Caused an increased love of travel and stimulated a desire to know more. What did that have to do with Columbus and the discovery of America?

(5) ENGLISH VOYAGES WESTWARD

MAY WARNSING

Have you ever moved? What did you like best about it? How did your parents feel about it? Why were they willing to move?

Do you know any one who has moved here from another country? What do we call them? How did this trip compare with a move in our city? Why do they undergo this trouble? To what extent do they get what they came for? How do you think their children feel about it?

Do you know any one who has moved from the United States to another country? Why have they moved? Have you read of any others in your stories? Why are there not so many? (Compare the number of immigrants with emigrants of the United States in 1910. Make the same comparison for 1919.) Account for the difference. Evidently what is the spirit of our people toward European nations? The people of the United States seem to feel this is the best place to live at all times, but that we owe assistance and support to whatever nation needs such help. How do you account for this feeling? A high ideal of social service fostered by a democratic form of government.

When do the immigrants become Americans? Their children? Did you ever have any immigrants in your family? In your ancestry? How many people of the United States are relatives or descendants of immigrants? What originally started their coming here?

Why were the first settlers not all from the nation under whose flag Columbus sailed? Since Spain was first to claim these new lands, how do you account for the language you speak?

HOW ENGLAND BECAME THE GREATEST SEAFARING
NATION AND HOW SHE ESTABLISHED A
FOOTHOLD IN NORTH AMERICA

Why was the trade with India and the Spice Islands so attractive to all European nations?

What articles were especially desired by the Europeans? By what routes were they brought to Europe? Who controlled them? Through how many countries did the goods pass? (Map.) What were the disadvantages of those routes? (Call for report, previously assigned, on the adventures of Marco Polo.) Compare with the present method of getting farm produce to the city consumer. Why were all Europeans interested in a new route to the East? Europeans were paying an increasingly high price for Oriental commodities, due to two factors: first, rehandling the goods increased the price, just as the middleman of to-day adds the cost of his

labor to the ultimate cost of the product; second, an increasing demand with a decreasing supply raised the prices. The Turks had partly cut off the supply of goods, while a greater number of Europeans desired the Oriental luxuries, especially spices with which to make their coarse foods more palatable. Any nation which could establish a direct trade with the productive countries might buy at low prices, eliminate charges for rehandling goods, avoid loss by seizure, and sell at an enormous profit.

How did they know there was another route? (Reports on geographical knowledge of ancient and mediæval people.) Suggested references:

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How several European nations tried for the profits of a new route:

Why had the Italian cities received those profits in the past? Advantage of location. Why were their efforts to retain that trade unsuccessful? They had wasted power in internal struggles and fought the Turks as independent cities instead of a central-

ized nation. How would this affect Italy's ability to find a new route? Her geographical position was unfavorable, there was no centralized power to back an expedition, power and finances had been wasted in war. What would their seamen, who made a living from this trade, do? How would other nations feel about employing these seamen? They were glad to get them, because they had the best training of all mariners, were used to daring voyages, and had the greatest geographical knowledge. Then how was Italy's search for a new route conducted? If you had been an Italian mariner of those days, looking for work on the sea under another flag, what nation would you have chosen and why?

Why Portugal made little use of her claim to America. What routes to India, other than through the Mediterranean, are possible? Why was Prince Henry's choice of a route around Africa the most sensible for his time?

He had heard while in northern Africa that the trade routes to the Mediterranean ports ended on the south at another ocean. He concluded that Africa was very short from north to south, and that an ocean south of it probably connected the Atlantic with the Indian Ocean. Account for the slowness of exploration and discovery which took from 1420 to 1455 to pass around the shoulder of northwestern Africa. Dread of the unknown caused men

to turn back. Passing south along the coast they came to that region beyond the Sahara where the negroes were populous. One captain returned with a boat-load of the natives. What could be done with them? What had been the historic way of disposing of captured people? What difference would this make in the mariners' desires? Their willingness to undertake voyages? Account for the return of many ships with a boat-load of slaves for sale and a tale of failure to reach a more southern coast. When Columbus urged his plan for sailing west, how would these voyages affect interest in his plan? They were certain to gain through the slave-trade; his plans were more doubtful of gains. (Report on Diaz.) They felt that their goal had been almost attained. When news of Columbus's success in 1492 reached them, how would it affect their own voyages? What attitude would the two nations, Spain and Portugal, have toward their respective routes? When Columbus, sailing for Spain, touched the mainland of South America in 1497-1498, and Vasco da Gama, under the Portuguese flag, returned with his cargo of spices from India, which nation had realized its ambition? From the position of the line of demarcation, make a prediction concerning future relations between Portugal and Spain. Cabral in 1500 was blown west, far out of the Portuguese route, and sighted Brazil while still east of that line. Suppose there had been no Columbus?

Under what circumstance would this Portuguese claim cause trouble for Spain?

How could it be that the European nations came to desire the Spanish rather than the Portuguese route of trade?

Why would Spanish explorations be chiefly toward the south? Because of the climate and vegetation described in tales of the Orient and Indian stories. (Short reports on Cortez, Pizarro, De Soto, Balboa, Ponce de Leon, Narvaez.) Why would the Spanish withhold details of their explorations from other nations? Because of the discovery of gold. What effect would their newly acquired riches have on their standing among European nations? Why was the Spanish route then more profitable? The Spaniards gave nothing in exchange for their cargoes, while the Portuguese had to barter with the Eastern peoples. How might the Spaniards use their money? What advantages would it bring? How would other nations feel about their growing power? What would they desire?

How could other nations of Europe obtain part of this wealth? (1) By sending out independent exploring expeditions. (2) By trading with Spain. (3) By going directly to the South American mines. (4) By turning pirate and seizing treasure-ships.

Let us see which method proved most profitable and what nation benefited by it. Which nations were best located for exploration? What stimulus

had England felt for sailing west? (Report on Norse sagas, tales of Marco Polo, petition of Bartholomew Columbus.) Why had not the Norse sagas been a sufficient stimulus? Their truthfulness seemed uncertain and no riches had been mentioned. What would the King of England do when he learned that Bartholomew, Columbus's brother, had really reached the Indies? John Cabot, an Italian living in Bristol who had long urged such an expedition, asked permission to sail west to reach the Indies. What would the king do? He granted Cabot permission to discover "unknown lands in the eastern, western, or northern seas, with the right to occupy such territories and to have exclusive commerce with them, paying to the King one-fifth part of all the profits and to return to the port of Bristol." The enterprise was to be at their "own proper charge and cost." How does England thus early show due respect for the Spanish claims? On June 24, 1497, Cabot landed on the coast of North America near Labrador. Compare with the date of Columbus's third voyage. What does it show? How did this land differ from the expected land? In what part of his discoveries would the Bristol folk be most interested? For many years the fishermen of England and later of France went to Newfoundland for fish. England had as many as fifty ships spending two months a year there. In what part of Cabot's trip would the men who had advanced money be

most interested? What would be the effect on further English explorations of that time?

How trade with Spain increased the power of her rivals. How would the immense stores of riches poured into Spain affect her industries? Many people no longer worked, but bought what they needed. How might that loss of industry lessen Spain's power? The people lost the ability to provide for their own needs and became dependent on other nations. Spain provided less of her necessities, until in 1560 only one-twentieth of her wants were supplied by Spaniards. Many commodities came from England. Why were not all European nations able to take part in that trade?

Before the crusades, all Europeans belonged to one Christian Church, the head of which was the pope. What instance of his supreme authority have we met? Line of demarcation. How were the crusades responsible for the discussions and bitter disputes which sprang up about some of the practises and teachings of the Church? How would the heads of the Church feel toward such disputes? In those days the Church and state were one. Why would many heads of governments feel as the churches did? How did kings in those days settle disputes with unruly or disobedient factions in their realms? What choice is open to such people? Reunite with the Church, endure persecution, or flee. If their beliefs prevented reunion with the Church, where could they

go? How might this affect the nation's progress? Its trade? Under what circumstances might a king be kind toward people who protested against the teachings of the Church? If he held the same views or found papal authority irksome. Such people protested and have been called Protestants.

The French king bitterly persecuted all Protestants in his realm. Many were killed, others fled to England or North America. Those who went to England were mostly simple tradesmen and manufacturers. How might this situation affect the trade of Spain? The ambition and independence of her people?

Why was Germany not ready for that trade? Protestants and Catholics had started strife which became a struggle between political parties. The King of Spain was also Emperor of Germany, and he used large sums of money and many troops to hold his possessions and crush the Protestants.

Why were not the Dutch trading-ships seizing this trade? For what qualities are the Dutch noted? Stubborn courage, patient industry, perseverance. How are these shown in their public lives? Love of freedom is expressed in their independence in government. The people made their own laws and raised their own taxes. How would such persons regard differences in religious ideas? Philip II of Spain had inherited this nation, too. How would he regard their independence in religion

and government? How would he show his disapproval? He was haughty and arbitrary in his ruling and persecuted bitterly persons who did not agree with his religious faith. What would the Dutch do about it? How would this affect Dutch trade?

Why would England capture the Spanish trade? Of what advantage was her insular position? Freed her from foreign invasion for long intervals. How had that advantage made the people less subservient to the crown? How would that independence show in trade? In religious toleration? Some of the rulers had been Protestants. In Queen Elizabeth's reign there was less religious persecution. How would that affect the progress of the nation? Her trade? What feelings would the Spaniards have toward her? Why would Spain trade with what she called a "heretic" nation? What advantages would England get from Spanish trade? Stimulation of industries, attraction of an industrial class from the mainland, greater wealth, more and better-equipped boats.

What arguments would keep European powers from going directly to the American mines after riches?

Why would attacks on treasure-ships become popular? Why would such attacks be private enterprises? The name "privateers" was given to the vessels because no power dared brave the Spanish

wrath officially. What types of men would engage in this work? Describe the equipment necessary. How and where would preparations for such expeditions be made? (Reports on privateers.)

One of the most famous privateers was Sir Francis Drake. Let us see why he took up this occupation and what he accomplished. A relative, Sir John Hawkins, was engaged in the slave-trade with Spain. He went to Africa, captured the natives, then took them across the Atlantic to South America, where he received gold and pearls for them. What would the young Francis Drake think of these trips? He was permitted to go on several, and on the last a storm arose and damaged one of the ships. What could they do? Why did Hawkins hesitate to go into Vera Cruz, the nearest port? The Spanish Government had forbidden such trade, the people were suspicious of foreign ships in those waters and had no scruples about dealing unfairly. He found twelve treasure-ships in the harbor. What agreement would he make with the people of Vera Cruz? Not to harm each other. The Spaniards sent inland to the governor for instructions, which arrived in three days and said to attack. How would they excuse violation of their agreement? Without warning they attacked Hawkins's fleet, sinking or capturing all but two ships. What would the two Englishmen do about it? As soon as they reached England, Drake fitted out two small ships.

Where could he do most damage to the Spaniards? (Look up the route by which the treasure was taken to Spain. From the western coast of South America to the Isthmus of Panama by boat, across the isthmus to its northern side by mule train to the treasure storehouse, then across the Atlantic in the Spanish "Plate Fleet.") Why not attack in the open sea? What would be a safer plan? He found his force too weak to take the treasure storehouse and was obliged to fall back and disappear. At what other place might he attack? He decided to attack the caravans on their way across the isthmus. Just where would be the best place? How would Drake get there? What was to be done with the two ships? What other difficulties had to be overcome? The ships were hidden. Drake marched across the isthmus and was the first Englishman to see the Pacific. What thoughts probably occurred to him? (Report on Balboa.) He returned a little way from the ocean and there succeeded in looting the Spanish caravan. What would the English think of this voyage? The Spaniards? Other privateers? What feeling would arise between the English and the Spanish?

What would Drake do next? In 1577 England and Spain were unfriendly toward each other. The queen and Drake had a secret interview. What difference might he notice in her attitude? How could he help England? How would his prepara-

tions be made? (Report on equipment of Golden Hind.) He stated that Egypt was his destination, and even his men did not know better until they struck across the ocean to South America. (Use map to follow route.) Through storm and desertion four ships were lost, so that only Drake's Golden Hind went through the Straits of Magellan. How did he know this route? (Report on Magellan.) His boat started up the Pacific coast. What great advantage had he? Spaniards were not suspicious of his presence. At Valparaiso, the Grand Captain of the South with a cargo of wine and gold waited for sailing orders in the harbor. No other but Spanish ships were ever seen in these waters. How would the Spaniards view the new strange ship coming in? What would they do when Drake and his men took everything they wanted from this harbor? In which direction would Drake go now? Why did he make the captain of this vessel go along? He desired to go to the chief port of Peru. All along the way, he captured and plundered whatever he met. Finally they came to their destination. The harbor was filled with Spanish boats. How could he find and capture the treasure? When would he attack? In the dead of night his boat slipped into the harbor and went from ship to ship, but all were empty. He learned that the Spitsfire had left for Panama a short time before, with a big cargo of treasure. What dangers threatened if he went far-

ther north? Why would he not turn back? Before morning the Golden Hind slipped out of the harbor, headed for Panama. Morning came, and the Spaniards saw their enemy, becalmed, outside the harbor. What was to be done? A stiff breeze sprang up just as they were ready to attack, and the Golden Hind slipped away. On they went, plundering and capturing wherever they pleased until they overtook the Spitfire. How might she be taken with the least trouble? Why wait till dusk? How could they keep out of sight and yet close enough until then? To slacken the speed of the Golden Hind heavy casks were trailed along after the boat. At dusk the astonished crew of the Spitfire surrendered without resistance. Drake had enough treasure now. How could he get home? What preparation had the Spaniards made? Why did he go as far north as Vancouver? What would he conclude? Where would he go then? Hoping to find a north-east passage through North America he sailed as far as Vancouver, then turned west and went home by way of the Orient.

How would the town be affected when he slipped into the harbor at Plymouth, England? People even left the church and ran to see the boat. How could the queen show her appreciation? Francis Drake was knighted and the Golden Hind, the first English boat to circumnavigate the globe, was preserved.

What difficulties would the English Government have to meet because of this trip? Why would Queen Elizabeth keep the treasure and refuse to give it back as Spain demanded? What had the English learned through this trip? How long had it taken? How long was this after Columbus's first voyage?

HOW ENGLAND GAINED CONTROL OF THE SEAS

What would be Spain's difficulty in trying to stop the privateers? Find how the English and Spanish boats compared in speed, size, guns, ease of handling, crews. Why was Spain unable to use all her force against them? What was left to do? War against England. How would she go about it? Spain gathered together her best boats and began to man and arm them. When news of this arrived in England, what would be done? What did the Spaniards think as these one hundred and thirty-four boats, the pride of their navy, their never-failing strength, passed out of the harbor on their way to punish England by taking London? Spain called this fleet "The Invincible Armada." Many Spanish troops were in the Netherlands awaiting transportation to England to share in the expected victory. What would the Dutch do about them? Just how would England meet the Spanish Armada?

The same tactics which helped the privateers in robbing treasure-ships now helped the English boats

to attack and destroy the heavier Spanish boats and get away before they were injured. Aided by storms, waves, and winds, the English permitted about half of the boats to return to Spain.

What would be the effect on other nations of Europe? On their attitude toward Spain? Toward England? What became of the riches of Spain? Why could she never become so powerful again?

What would England do with her new powers? What had she gained by conquering the Armada? What would her people desire next? Why would they sail to North America and not South America? The right to sail the seas was theirs, but the right to take Spanish soil would have been contested. What claims to North America might England use? Claims based on explorations of Cabot and Drake. What English people would desire to leave England and take advantage of those claims? Refugees, people out of work, and adventurers. What did they early learn about colonization in America? (Reports on Gilbert and Raleigh.) How would the kind of settlers determine the success of such expeditions? How would colonies in America be of value to England? How did the English colonies in America differ from those established by the Spaniards? What present differences in North and South America may be traced to this?

**WHAT IN OUR PRESENT CIVILIZATION DO WE OWE
THE PEOPLE OF EUROPE?**

Review what we owe the Greeks, Romans, mediæval Europe, crusades. Our nation is in a measure the fruition of the ancient and mediæval struggles for liberty, equality of opportunity, tolerance, and justice which had their culmination in the Renaissance. To the Europeans, it was a chance to escape the hopelessness of life where classes were permanent and customs fixed to establish a new life where opportunity was not determined by birth and men could worship as they pleased. Are we improving on this idea to-day? How? What are some of the things our nation may still gain from the immigrants coming into it? Such things as art, music, special skills, simplicity of living, and simpler recreations.

To what extent do the immigrants of to-day get what they come after? Why is there talk of exclusion now, while in colonial times people were urged to enter? Wherein have we failed when we have to deport some one who has lived here for years? Individuals with whom the immigrant came in contact failed to live up to our national ideals and make the American life attractive and inspiring, or we failed to enforce our laws, or we have allowed very undesirable immigrants to enter. How may we give our ideals to the immigrant while we make him feel that we appreciate him and intend that he shall make the best use of his life?

**HOW HAVE WE BEEN REPAYING OUR DEBT TO
EUROPE?**

How has religious liberty here affected religious ideas in other countries? How has the right to justice here inspired changes of government in other lands? What opportunities for individuals here helped create opportunities abroad? With what inventions and discoveries have Americans made life more interesting, cleaner, safer, better all over the world? Our nation has been regarded as an experiment in government. How has it shown that its people's love for it is as great as any man's for his native land? How has it lately aided in carrying back and helping to establish in Europe the same ideals which Europe originally gave to it? If Europe is ready for these ideals, how will it affect our immigration?

Why did France choose that particular Statue of Liberty in New York Harbor for her gift to the United States? Are we living up to the ideal expressed in it?

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